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AUTHOR Cerier, Laura
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ABSTRACT

"Between the Lions" is a Public Broadcasting System program promoting literacy for children 4 through 7 years combining state-of-the-art puppetry, animation, live action, and music to achieve its mission of helping young children learn to read. This guide is designed to help kindergarten teachers integrate "Between the Lions" and its curriculum into their current classroom strategies. Organized around key topics in the series, the guide models the series' innovative whole-part-whole approach. The guide includes activities for the classroom, suggestions for particular episodes or segments to watch, separate take-home activities for families, recommended children's book titles, and related Web sites. The chapters are as follows: (1) "The ABCs of Between the Lions," an illustrated guide to the series, its characters, and its curriculum; (2) "Episode Descriptions"; (3) "Reading Aloud"; (4) "The Sounds of Words"; (5) "Print All Around Us"; (6) "Writing"; (7) "Using Technology"; (8) "Reading Milestones," basic guidelines on how reading ability develops; (9) "Marvelous Music," using music to teach language and reading skills; and (10) "Puppets," including characters to photocopy and cut out for classroom use. (KB)

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WILD READING

A Guide for Kindergarten Teachers from BETWEEN THE LIONS

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Between the Lions

GET WILD ABOUT READING

Cheerios

Dear Educator,

Cheerios is pleased to be a founding sponsor of BETWEEN THE LIONS, the very exciting new program on PBS promoting children's literacy. We are proud to join in a relationship with WGBH because of its efforts in continually producing quality educational television.

For almost 60 years, the cognitive development of children has been a major priority of Cheerios. We believe BETWEEN THE LIONS will serve as a dynamic and exciting tool in advancing this mission.

Cheerios hopes that these materials will be a valuable classroom resource to teach your students the lessons and activities that complement BETWEEN THE LIONS programming.

Happy reading!

Cheerios

Get Wild About Reading!™

A Guide for Kindergarten Teachers from BETWEEN THE LIONS™

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Teachers and school librarians may tape any BETWEEN THE LIONS episode and use it for educational purposes for up to one year after broadcast. To find out when the show airs, check local listings or call your local PBS station.

Introduction

BETWEEN THE LIONS, a new PBS television series for children ages 4–7, is named for a family of lions—Theo, Cleo, Lionel, and Leona—who run a library like no other. The doors "between the lions" swing open to reveal a magical place where characters pop off the pages of books, vowels sing, and words take on a life of their own. The series combines state-of-the-art puppetry, animation, live action, and music to achieve its mission of helping young children learn to read.

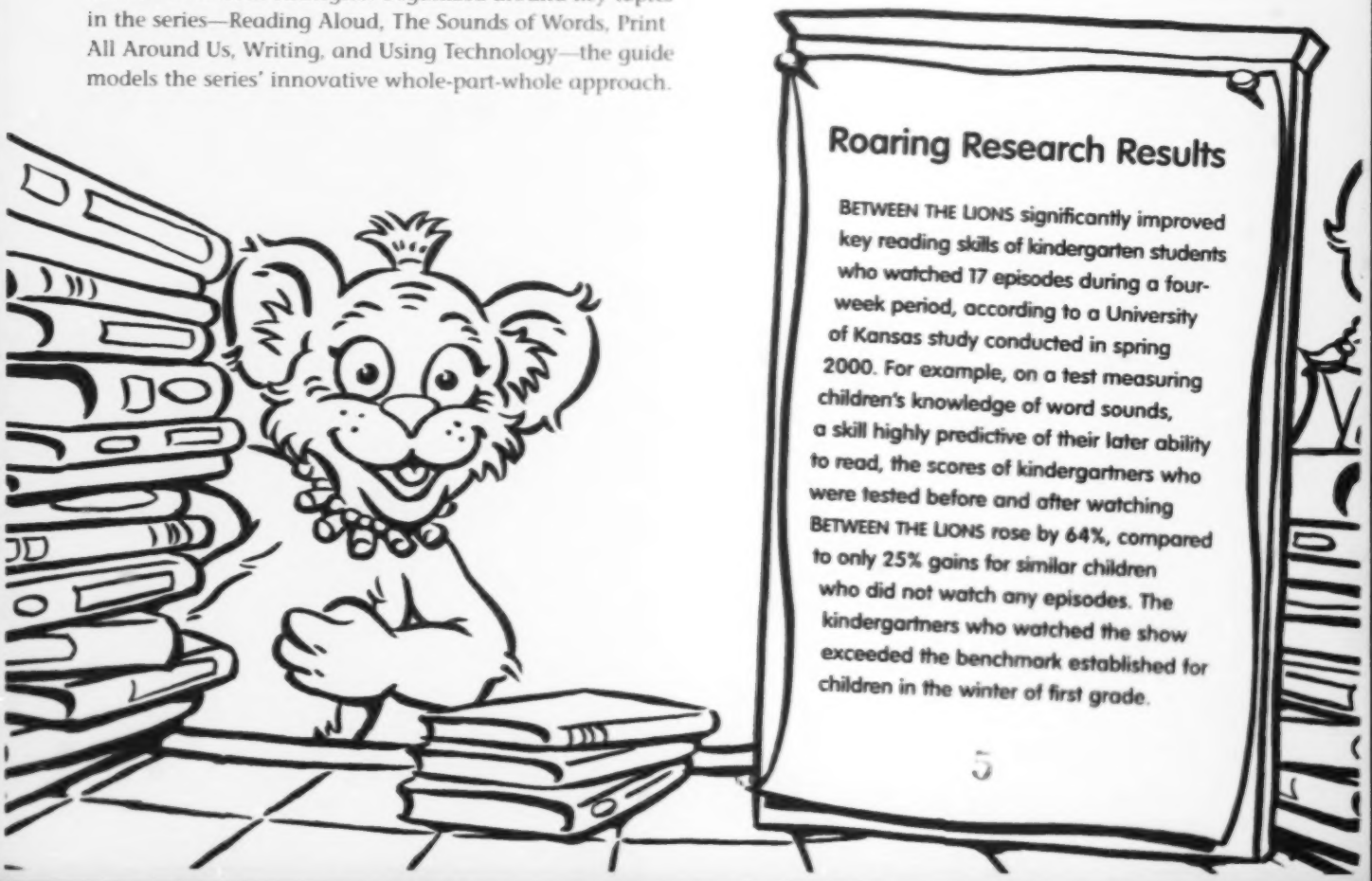
BETWEEN THE LIONS uses a comprehensive literacy curriculum geared to beginning readers. The curriculum, developed with reading and literacy experts from across the country, emphasizes both the pleasures and value of reading (the "whole") as well as the skills needed for learning how to read (the "parts"). This "whole-part-whole" approach, combining whole language and phonics, helps to transform the sometimes confusing process of learning to read into an entertaining adventure for children and their families.

Get Wild About Reading! has been created to help you integrate BETWEEN THE LIONS and its curriculum into your current classroom strategies. Organized around key topics in the series—Reading Aloud, The Sounds of Words, Print All Around Us, Writing, and Using Technology—the guide models the series' innovative whole-part-whole approach.

In addition to activities for the classroom, you'll find suggestions for BETWEEN THE LIONS episodes or segments to watch, separate take-home activities for families (also available in Spanish on the BETWEEN THE LIONS Web site at **www.pbskids.org/lions**), recommended children's books, and related Web sites.

The home-school connection is a crucial one in reinforcing the series' goal of teaching skills while conveying the joy of reading. The take-home pages in the guide offer fun, simple ways for families to engage in literacy activities together. Although you may prefer not to assign these pages as "homework," you may want to encourage children to bring the completed pages back to share with the class. You can also adapt the classroom activities for take-home use. Of course, all activities can be customized to suit your student and family population. The booklists for each section are also ideal for sending home, to encourage parents and caregivers to read to their children.

So get ready to get **wild** about reading!



Roaring Research Results

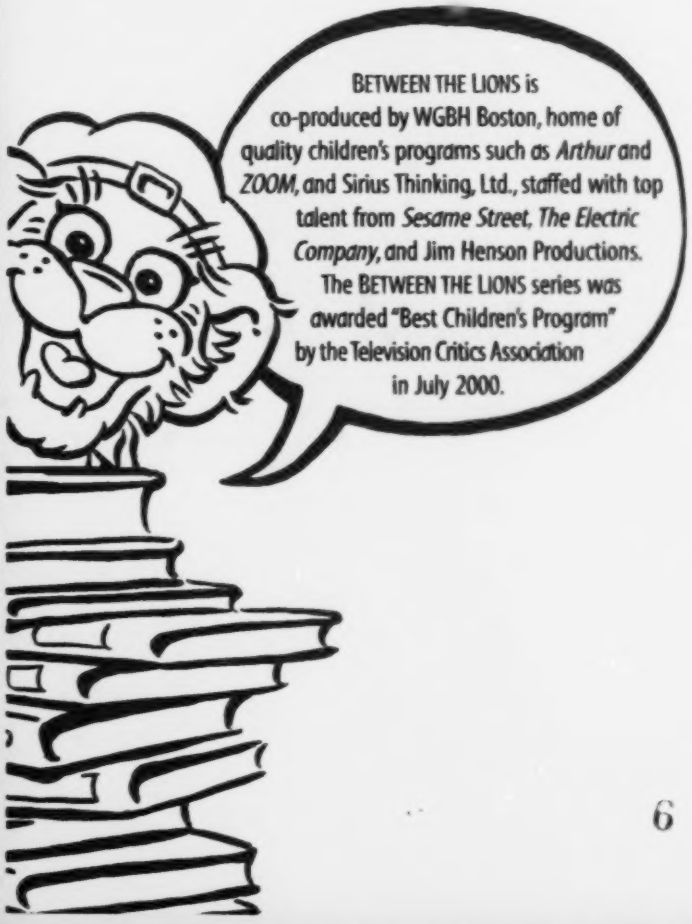
BETWEEN THE LIONS significantly improved key reading skills of kindergarten students who watched 17 episodes during a four-week period, according to a University of Kansas study conducted in spring 2000. For example, on a test measuring children's knowledge of word sounds, a skill highly predictive of their later ability to read, the scores of kindergartners who were tested before and after watching BETWEEN THE LIONS rose by 64%, compared to only 25% gains for similar children who did not watch any episodes. The kindergartners who watched the show exceeded the benchmark established for children in the winter of first grade.

The ABCs of BETWEEN THE LIONS

The Whole-Part-Whole Approach

BETWEEN THE LIONS is based on a whole-part-whole teaching approach, which many reading experts recommend as a way to combine the most effective reading strategies. The whole-part-whole approach provides the framework for the following curriculum priorities:

- To dramatize the many benefits of access to the world of print.
- To show that learning to read and spell can be a struggle, but it's worth it.
- To show that there are many reasons to write.
- To introduce new vocabulary words and their meanings.
- To show how words work by dramatizing phonemic awareness, the alphabetic principle, and other spelling conventions.
- To use key words and related words in simple, decodable, connected text.
- To showcase high-frequency "sight" words.


BETWEEN THE LIONS is co-produced by WGBH Boston, home of quality children's programs such as *Arthur* and *ZOOM*, and Sirius Thinking, Ltd., staffed with top talent from *Sesame Street*, *The Electric Company*, and Jim Henson Productions. The BETWEEN THE LIONS series was awarded "Best Children's Program" by the Television Critics Association in July 2000.

Using the Whole-Part-Whole Approach

Each BETWEEN THE LIONS episode opens in the library and introduces the **whole**—original stories, fables and folktales, poetry, or some other source of engaging text—read aloud by the lions. This generates the library story line or plot, where the lions and other characters get involved in an adventure. The lions try to learn more, solve a problem, help a character, or write a new version of the story. They may also discuss new vocabulary or gain a new understanding of the story.

A key word (a word that is important to the plot and has a common spelling pattern) is selected from the opening whole. The word family and vowel sound of the key word then become the focus of a series of **parts**—short skill-building segments for beginning readers, including the alphabetic principle, letter-sound correspondence, word families, blending, segmenting, word meanings, and other conventions of written English. These segments are hosted by supporting characters such as Cliff Hanger, Dr. Ruth Wordheimer, the knights of Gawain's Word, Tiger Words, and the Vowelles.

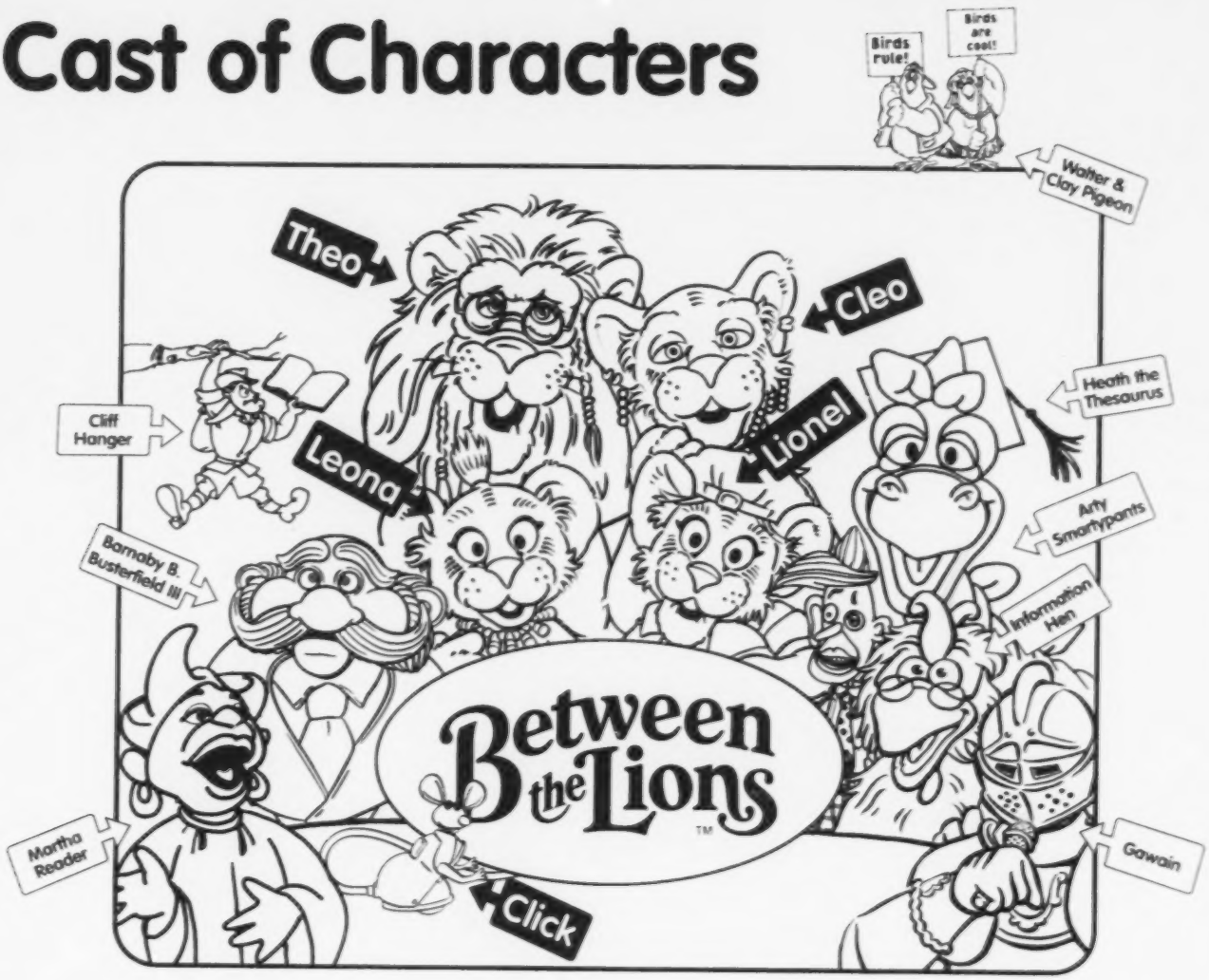
After the playful parts, the show returns to the library story line. The problem developed in the opening sequence is resolved, as the final whole sequence revisits the opening story with a new twist. Often the lions offer another read-aloud experience or sing-along, incorporating the key word, word family, or featured vowel sound. This gives children a chance to review the words and sounds in a meaningful context.

About this Guide

Get Wild About Reading! echoes the whole-part-whole teaching strategy. It begins with a whole—**Reading Aloud**, where activities revolve around an entire text. Just like the show, the guide then moves into the parts—**The Sounds of Words** (phonemic awareness) and **Print All Around Us** (environmental print, common sight words, and names). The **Writing** section revisits the whole and asks students to summarize, embellish, or write their own story. **Using Technology** provides a look at an increasingly important aspect of literacy.

The whole-part-whole approach to teaching reading is one you can use in the classroom, whether or not you are using the series or this guide. It's a fun and effective way to teach all students—those who are ready to read and those who need special help along the way.

Cast of Characters



The "Mane" Characters

Theo and **Cleo** are the parent librarians who run the remarkable library "between the lions." They model how to support language and literacy by hunting down good books, telling stories, and singing songs about word sounds.

The cubs **Lionel**, who knows how to read, and **Leona**, a pre-reader, often comment on the story or ask questions.

Click the Mouse, half cyborg and half rodent, serves as the technology guru. Whenever she points and clicks, something remarkable happens.

The "Parts" Characters

The **Vowelles**, led by **Martha Reader**, are a Detroit-style singing group that only sing vowel sounds.

The comments of the pompous founder of the library, **Barnaby B. Busterfield III**, and his two companions, **Walter** and **Clay Pigeon**, reinforce words and word sounds.

In **Gawain's Word**, two armored knights (Sir *t* and Sir *ickle*) charge together at high speed to demonstrate how to form a word by blending beginning and ending sounds (*tickle*).

The Information Hen, who runs the telephone reference department, fields questions about the library or any other topic that callers have.

Heath the Thesaurus is a dinosaur with a difference: he has more synonyms than you'd ever need to use.

Arty Smartypants can read four words without assistance. As "The Great Smartini" he magically conjures up words from key word families.

Despite his trusty survival manual, poor **Cliff Hanger** always ends up hanging from a cliff; his stories use key words and sounds, and show beginning-middle-end sequencing.

Other characters include **Dr. Ruth Wordheimer**, **Fun with Chicken Jane**, the **un People** and the **re People**, **Dr. Nitwhite**, **Tiger Words**, and more.

A Guided Tour

Take a tour of the format, structure, and content of BETWEEN THE LIONS with this step-by-step description of Episode #103 "Little Big Mouse."

The episode begins with the "whole" as **Theo** reads the Aesop fable "The Lion and the Mouse." **Lionel** thinks the story is funny; **Leona** wonders aloud why the lion let the little mouse go. **Cleo** goes "Between the Covers" to interview the lion in the fable and find out why he let the little brown mouse go. The cubs discuss whether or not the lion should have released the little brown mouse.

The **key word** *little* from "Little Big Mouse" is selected. This key word and related word family (in this episode *-it*), forms the basis for the various parts that follow.

The **Vowelles** sing the short *i* sound from the key word *little* and the word family *-it*.

Barnaby B. Busterfield III and **Walter** and **Clay Pigeon** interact with the word *it*.

By changing the beginning or ending letters, the word *it* morphs into different words: *it* becomes *lit*, then *lip*, then *rip*, then *trip*.

Tiger Words is trying to write the word *trip* (and win a trip to Tripoli), but first makes the word *trap*. He tries again, replaces the *a* with an *i*, and succeeds.

Another word morph changes *trip* to *rip*, then *zip*. The nasty **un People** turn *zip* into *unzip*, causing havoc. The heroic **re People** come and re-zip the tent, restoring order.

In **Gawain's Word**, Sir *t* and Sir *ickle* create the word *tickle* by charging together at high speed.

In "What's Cooking with Theo and Cleo," Theo and Cleo prepare "Tickled and Pickled Ribs," using ingredients and instructions that emphasize the short *i* sound.

Back within the library story, Leona and Lionel have decided to create a fan club and write a letter to the "little brown mouse" in the story they have read.

Click the Mouse feels neglected. Click sings a song about all the wonderful things she can do, highlighting the value of technology. The song also reinforces the moral of the fable—that little creatures can be powerful in some ways.

Singer **Denyce Graves** sings the sound of the short *i* in full operatic style.

Fred demonstrates more word sounds and word-blending as he puts *tick* and *le* together to make *tickle*.

Dr. Ruth Wordheimer, the Word Doctor, shows a monkey puppet that to read the word *intelligent* all he has to do is sound it out "one part at a time" and then put all of the sounds together.

Another word morph introduces the silent *e*, which changes *fin* into *fine*. A song featuring a character called **Silent *e*** shows how this letter changes the sounds of words.

The show returns to the library story and revisits the "whole." Leona and Lionel ask Click's help in sending the little brown mouse her fan mail. Theo reads the story again, which now includes the fan mail sent by the cubs. Cleo goes back "Between the Covers" to interview the mouse, and gets caught in a hunter's trap.

Click, feeling rejected, has decided to run away. But she hears the desperate pleas of the Lion family and returns to rescue Cleo from the hunter's net, showing once again that small creatures can be a big help.

Episode Descriptions

#101 Pecos Bill Cleans Up the West
A storybook tornado blows into the library and makes a terrible mess.
Key word: *west* **Word family:** *-est* **Target vowel:** short *e*

#102 The Lost Rock
A rock rolls out of his book and then can't remember which book he belongs in.
Key word: *rock* **Word family:** *-ock* **Target vowel:** short *o*

#103 Little Big Mouse
Click's feelings are hurt when Lionel and Leona start a fan club for a heroic storybook mouse.
Key word: *little* **Word family:** *-it* **Target vowel:** short *i*

#104 Farmer Ken's Puzzle
Lionel won't let Leona play a computer game for ages seven and up because she's four and down.
Key word: *hen* **Word family:** *-en* **Target vowel:** short *e*

#105 Shooting Stars
The very sleepy Lion family tries to stay up very late at night, so they won't miss the most spectacular meteor shower of the year.
Key word: *star* **Word family:** *-ar* **Target vowel:** r-controlled *a*

#106 The Hopping Hen
Everyone in the library goes crazy after Lionel puts up signs about new rules.
Key word: *hen* **Word family:** *-en* **Target vowel:** short *e*

#107 Touching the Moon
Leona keeps the whole family awake because she wants a queen to touch the moon.
Key word: *moon* **Word family:** *-oon* **Target vowel:** double *o*

#108 The Boy Who Cried Wolf
Lionel and Leona show a shepherd boy from a storybook how to cry "Wolf!" when his sheep are threatened, and then he doesn't stop!
Key word: *big* **Word family:** *-ig* **Target vowel:** short *i*

#109 Fuzzy Wuzzy, Wuzzy?
Fuzzy Wuzzy was a bear. Fuzzy Wuzzy had no hair. Fuzzy Wuzzy wasn't fuzzy, was he? Well, was he?
Key word: *fuzzy* **Word family:** *-uzz* **Target vowel:** short *u*

#110 Lionel's Antlers
Just like the girl in the book *Imogene's Antlers*, Lionel wakes up with antlers on his head.
Key word: *antlers* **Word family:** *-an* **Target vowel:** short *a*

#111 To the Ship! To the Ship!
Lionel and Walter Pigeon think all pirates were men, so they won't let Leona and Clay Pigeon join their pirate game.
Key word: *ship* **Word family:** *-ip* **Target vowel:** short *i*

#112 The Chap with Caps
The Lion family helps a writer fix a story about a chap, a cap, and lots of chattering monkeys.
Key word: *cap* **Word family:** *-ap* **Target vowel:** short *a*

#113 Pandora's Box
Should Lionel and Leona open a mysterious box that has a "Do Not Open!" sign on it?
Key word: *box* **Word family:** *-ox* **Target vowel:** short *o*

#114 Lionel's Great Escape Trick
Lionel ties himself up with ropes and tries to escape without magic words.
Key word: *trick* **Word family:** *-ick* **Target vowel:** short *i*

#115 There's a Fly in My Soup
Everyone reads jokes to Click the Mouse to try to make her laugh.
Key word: *fly* **Word family:** *-y* **Target vowel:** *y* (long *i*)

#116 The Popcorn Popper
Lionel and Leona persuade Click to take a magic popcorn popper out of a book and then can't make it stop popping!
Key word: *pop* **Word family:** *-op* **Target vowel:** short *o*

#117 Something Fishy
When Lionel reads the latest Cliff Hanger book to Leona, it gives her an idea about how to make one of her biggest dreams come true.
Key word: *fish* **Word family:** *-ish* **Target vowel:** short *i*

#118 Hug, Hug, Hug!
Leona helps a sculptor who falls in love with his statue.
Key word: *hug* **Word family:** *-ug* **Target vowel:** short *u*

#119 The Ram in the Pepper Patch
A rambunctious ram leaves his book, butts everyone and everything in the library, and won't go back!
Key word: *ram* **Word family:** *-am* **Target vowel:** short *a*

#120 A Peck of Peppers
Lionel thinks he is the king of tongue twisters and nobody can write one that he can't say.
Key word: *pepper* **Word family:** *-ep* **Target vowel:** short *e*

#121 Sausage Nose
Theo, Cleo, Lionel, and Leona watch a video about a husband and wife, three wishes, a sausage, and a nose.
Key word: *wish* **Word family:** *-ish* **Target vowel: short** *i*

#122 Red Hat, Green Hat
Leona's new hat stirs up trouble in the library.
Key word: *red* **Word family:** *-ed* **Target vowel: short** *e*

#123 The Lucky Duck
Lionel tries to help a very cute duck from a very cute book stop being so cute.
Key word: *duck* **Word family:** *-uck* **Target vowel: short** *u*

#124 The Old Man
Writer Babs Caplan visits the library to write the world's scariest story.
Key word: *man* **Word family:** *-an* **Target vowel: short** *a*

#125 A King and His Hawk
Leona thinks a book Lionel reads to her is too sad, so she tries to make sure nobody else can read it.
Key word: *king* **Word family:** *-ing* **Target vowel: short** *i*

#126 The Roar that Makes Them Run
Leona and Lionel try to get their dad to roar a mighty roar.
Key word: *run* **Word family:** *-un* **Target vowel: short** *u*

#127 Piggyback, Piggyback
Leona decides to ride piggyback on her dad's back forever and ever.
Key word: *back* **Word family:** *-ack* **Target vowel: short** *a*

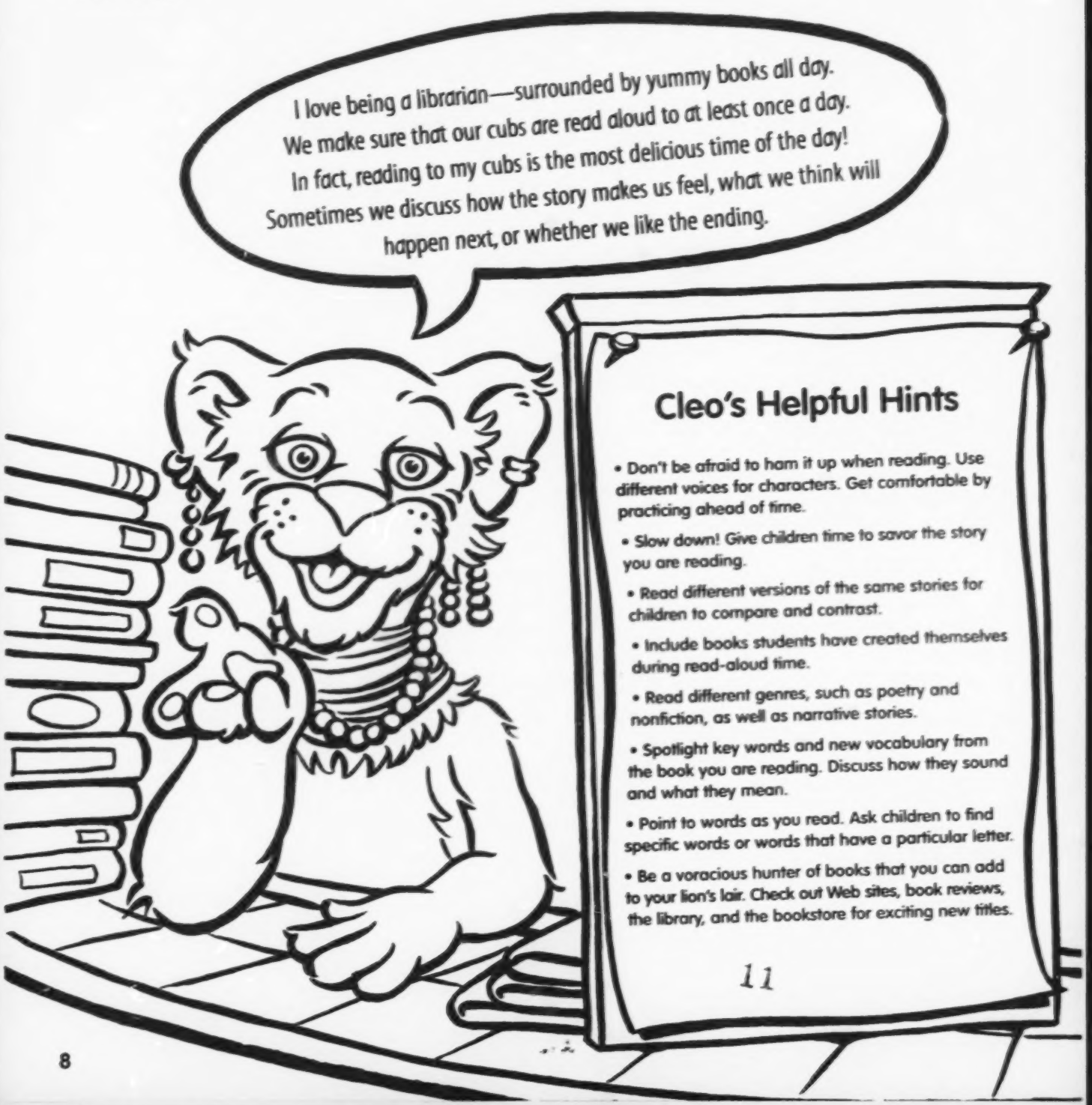
#128 The Fox and the Crow
Walter and Clay Pigeon want "The Fox and the Crow" banned from the library because they think the story makes birds look like birdbrains.
Key word: *drop* **Word family:** *-op* **Target vowel: short** *o*

#129 Giants and Cubs
Leona thinks scary giants are coming into the library to clobber lion cubs.
Key word: *cub* **Word family:** *-ub* **Target vowel: short and long** *u*

#130 Be Bop
When cool, jazzy shoes come out of a book and dance all over the library, everybody gets in the groove.
Key word: *bop* **Word family:** *-op* **Target vowel: short** *o*

Reading Aloud

BETWEEN THE LIONS begins with a "whole"—a story, fable, folktale, joke book, or text from a Web site is read aloud. The activities below also begin with a "whole"—reading aloud a story.


I love being a librarian—surrounded by yummy books all day.
We make sure that our cubs are read aloud to at least once a day.
In fact, reading to my cubs is the most delicious time of the day!
Sometimes we discuss how the story makes us feel, what we think will happen next, or whether we like the ending.
Cleo's Helpful Hints
• Don't be afraid to ham it up when reading. Use different voices for characters. Get comfortable by practicing ahead of time.
• Slow down! Give children time to savor the story you are reading.
• Read different versions of the same stories for children to compare and contrast.
• Include books students have created themselves during read-aloud time.
• Read different genres, such as poetry and nonfiction, as well as narrative stories.
• Spotlight key words and new vocabulary from the book you are reading. Discuss how they sound and what they mean.
• Point to words as you read. Ask children to find specific words or words that have a particular letter.
• Be a voracious hunter of books that you can add to your lion's lair. Check out Web sites, book reviews, the library, and the bookstore for exciting new titles.
11

Try This

❶ In Episode #103 "Little Big Mouse," Theo reads aloud *The Lion and the Mouse*. When Leona wonders why the lion let the mouse go, Cleo goes "Between the Covers" to interview the lion and find out.

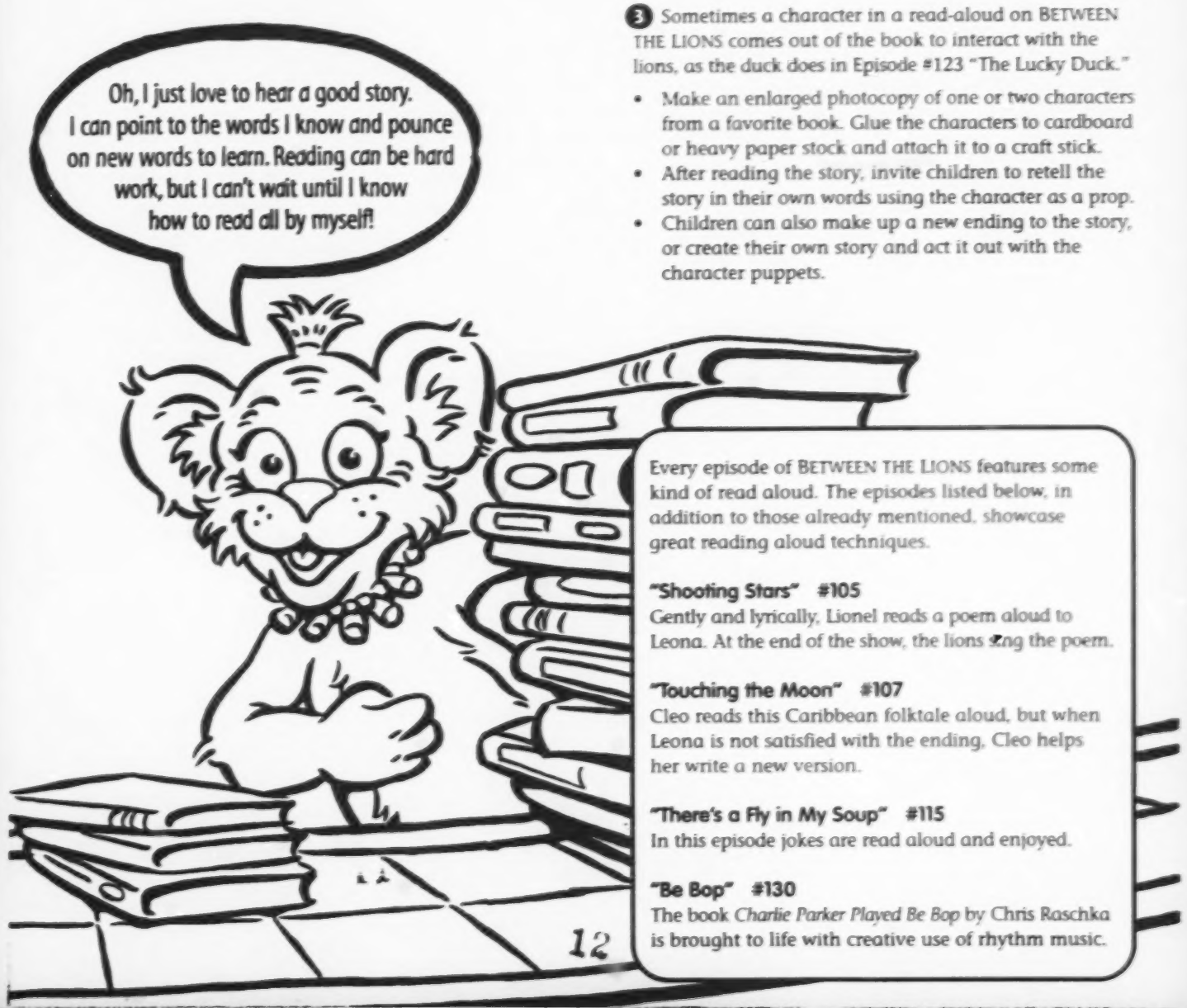
- After reading a story aloud, list some questions children may have about the story. Help generate who, what, when, where, why, and how questions. Write the list on large chart paper.
- Ask for a volunteer to go "Between the Covers" and interview the character (another volunteer). Provide props such as a toy microphone, clipboard, or pad of paper and pencil.
- Invite different pairs of children to role-play reporter and character, referring to the list for question ideas.
- Encourage children to find different answers to the same question or new answers to different questions.

❷ During read-aloud time, you may want to read some books through without stopping. Or you may want to pause at various points as the characters in BETWEEN THE LIONS often do.

- Discuss new vocabulary (you may want to add these words to a classroom chart or dictionary).
- Encourage children to predict what will happen next; tell how the story relates to their lives; give an opinion about a character or situation; or wonder aloud about why something happened.
- As you continue reading, help children compare their ideas with what actually unfolds in the story.
- Observe children's behaviors. Are they listening and watching attentively? If you are using a big book, do children know where to begin reading a page? If not, they may need additional support (see page 28).

❸ Sometimes a character in a read-aloud on BETWEEN THE LIONS comes out of the book to interact with the lions, as the duck does in Episode #123 "The Lucky Duck."

- Make an enlarged photocopy of one or two characters from a favorite book. Glue the characters to cardboard or heavy paper stock and attach it to a craft stick.
- After reading the story, invite children to retell the story in their own words using the character as a prop.
- Children can also make up a new ending to the story, or create their own story and act it out with the character puppets.


Oh, I just love to hear a good story. I can point to the words I know and pounce on new words to learn. Reading can be hard work, but I can't wait until I know how to read all by myself!

Every episode of BETWEEN THE LIONS features some kind of read aloud. The episodes listed below, in addition to those already mentioned, showcase great reading aloud techniques.

"Shooting Stars" #105
Gently and lyrically, Lionel reads a poem aloud to Leona. At the end of the show, the lions sing the poem.

"Touching the Moon" #107
Cleo reads this Caribbean folktale aloud, but when Leona is not satisfied with the ending, Cleo helps her write a new version.

"There's a Fly in My Soup" #115
In this episode jokes are read aloud and enjoyed.

"Be Bop" #130
The book *Charlie Parker Played Be Bop* by Chris Raschka is brought to life with creative use of rhythm music.

Take Me Home!

On BETWEEN THE LIONS, the parent lions Cleo and Theo read to their cubs a lot. Reading aloud every day is one of the best things family members can do to help children learn skills as well as develop a love of reading and books.

Read a favorite book (or a new one from the library!) aloud to your child. Then talk about a character or part of the story you each liked best and why. Invite your child to draw a picture of his or her favorite part or character. Your child can then dictate a sentence about it for you to write down.

Name: _____

_____

_____

Bring this back to class to share.

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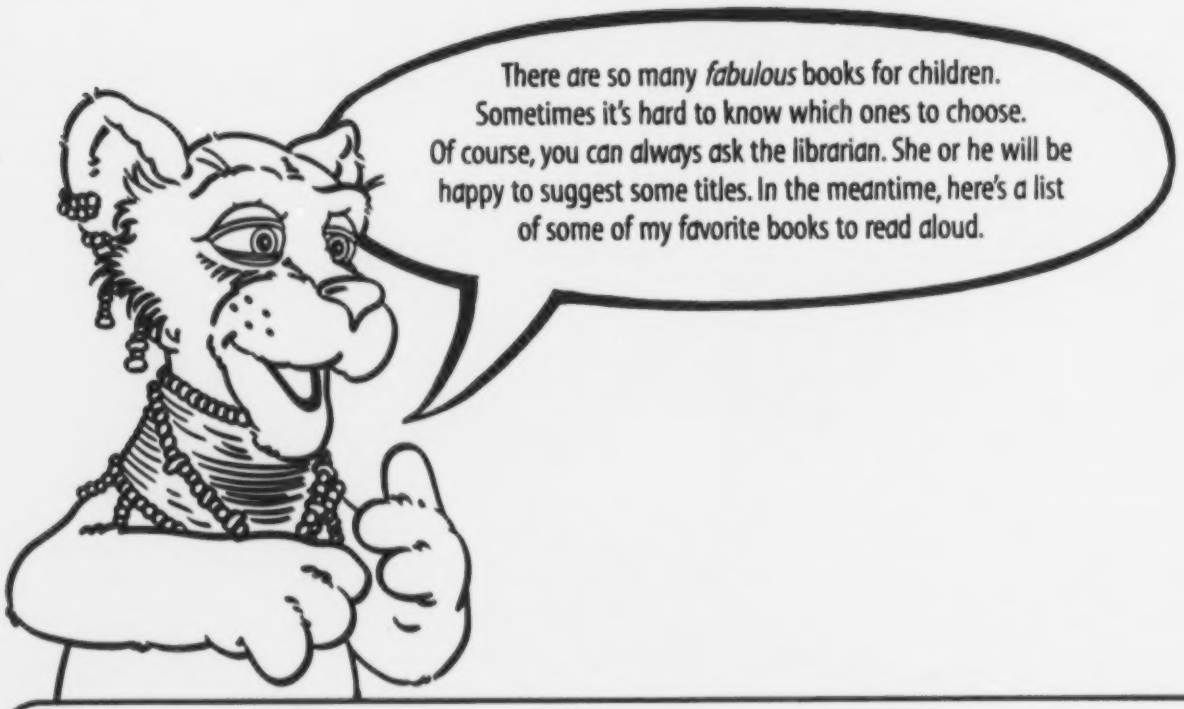
Books To Read Aloud: A Booklist


There are so many *fabulous* books for children. Sometimes it's hard to know which ones to choose. Of course, you can always ask the librarian. She or he will be happy to suggest some titles. In the meantime, here's a list of some of my favorite books to read aloud.

Abiyoyo by Pete Seeger. A joyous story about a young boy who uses a ukulele to tame a monster.

Abuela by Arthur Dorros. A little girl and her grandmother enjoy a fantastic adventure flying over New York.

Animal Crackers by Jane Dyer. A collection of poems and lullabies to read aloud.

Baby Rattlesnake by Te Ata. A little rattlesnake doesn't want to go to bed.

Baboon by Kate Banks. A mother baboon teachers her child about the world.

Ben's Trumpet by Rachel Isadora. A young boy dreams of playing jazz.

Eating the Alphabet by Lois Ehlert. A celebration of fruits and vegetables from A to Z.

Flossie and the Fox by Patricia McKissack. Feisty Flossie outwits a creature who calls himself a fox.

Fly, Bessie, Fly by Lynn Joseph. A biography of America's first black woman aviator.

George and Martha by James Marshall. Two friends stick together, despite disagreements.

Hush! A Thai Lullaby by Minfong Ho. A gentle story for bedtimes.

Julius: the Baby of the World by Kevin Henkes. At first, Lily doesn't even like her new baby brother.

Mr. Gumpy's Outing by John Burningham. When Mr. Gumpy decides to go on a boat ride, many friends decide to come along.

"More, More, More" Said the Baby by Vera Williams. A celebration of the love that families share.

Stellaluna by Janell Cannon. A little bat is raised by a family of birds and learns that families can come in all shapes and sizes.

The Story of Ferdinand by Munro Leaf. The story of a bull who just wanted to sit and smell the flowers.

Red-Eyed Tree Frog by Joy Cowley. A frog spends the night searching for food while also being careful not to become dinner for some other animal.

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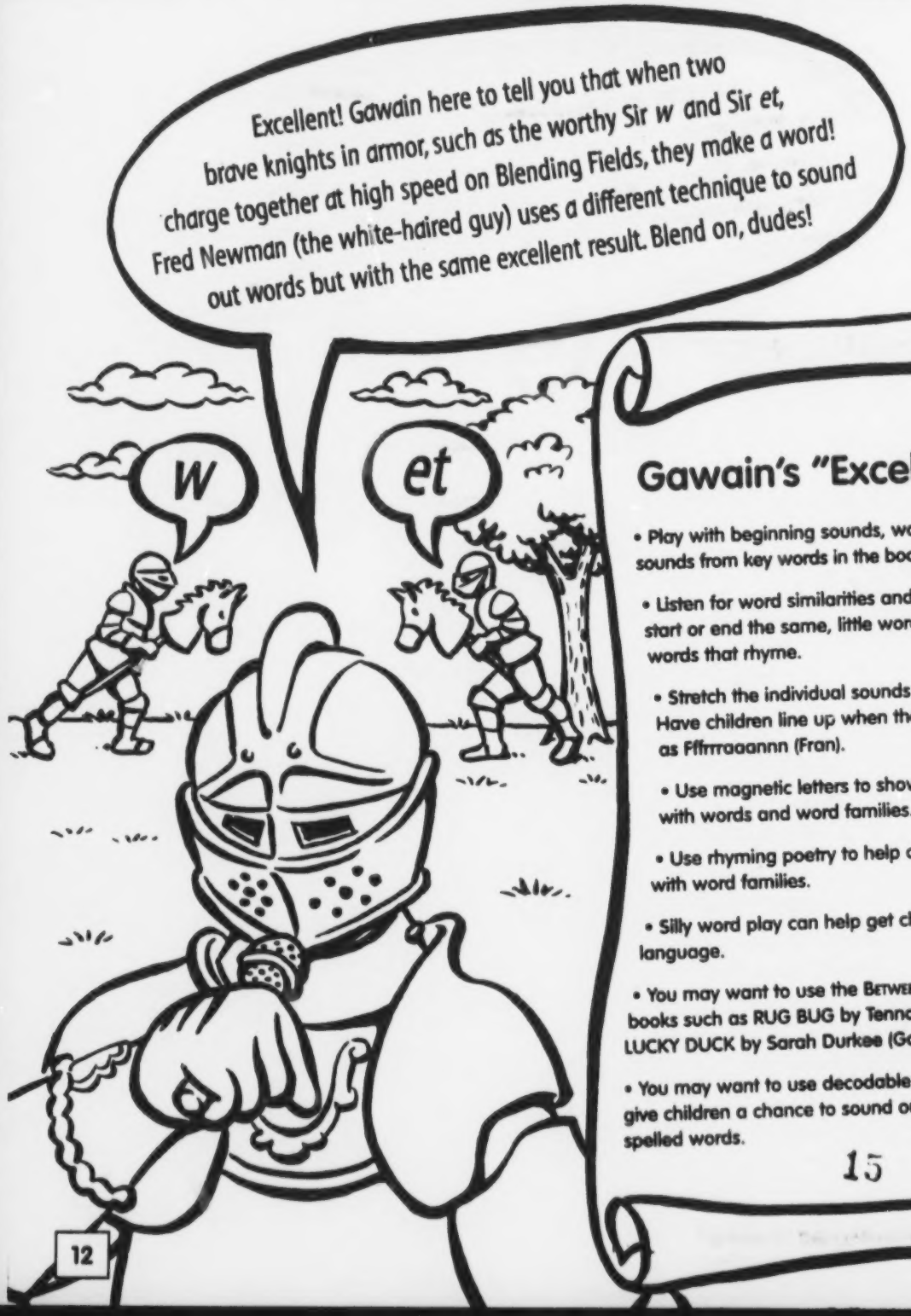
The Sounds of Words

After you and your students have enjoyed reading a whole text, it's time for the parts—having fun with key words, word families, and letter sounds.


Excellent! Gawain here to tell you that when two brave knights in armor, such as the worthy Sir w and Sir et, charge together at high speed on Blending Fields, they make a word! Fred Newman (the white-haired guy) uses a different technique to sound out words but with the same excellent result. Blend on, dudes!
w
et

Gawain's "Excellent" Tips

- Play with beginning sounds, word parts, and vowel sounds from key words in the books you are reading aloud.
- Listen for word similarities and differences: words that start or end the same, little words inside big words, and words that rhyme.
- Stretch the individual sounds in words (sun = sssuuunnn). Have children line up when they hear their names, such as Fffrrraaannn (Fran).
- Use magnetic letters to show the sounds as you play with words and word families.
- Use rhyming poetry to help children become familiar with word families.
- Silly word play can help get children involved with language.
- You may want to use the BETWEEN THE LIONS companion books such as RUG BUG by Tennant Redback or THE LUCKY DUCK by Sarah Durkee (Golden Books).
- You may want to use decodable little practice books to give children a chance to sound out regular, predictably-spelled words.

15

Try This

❶ Invite children to create their own version of "Gawain's Word."

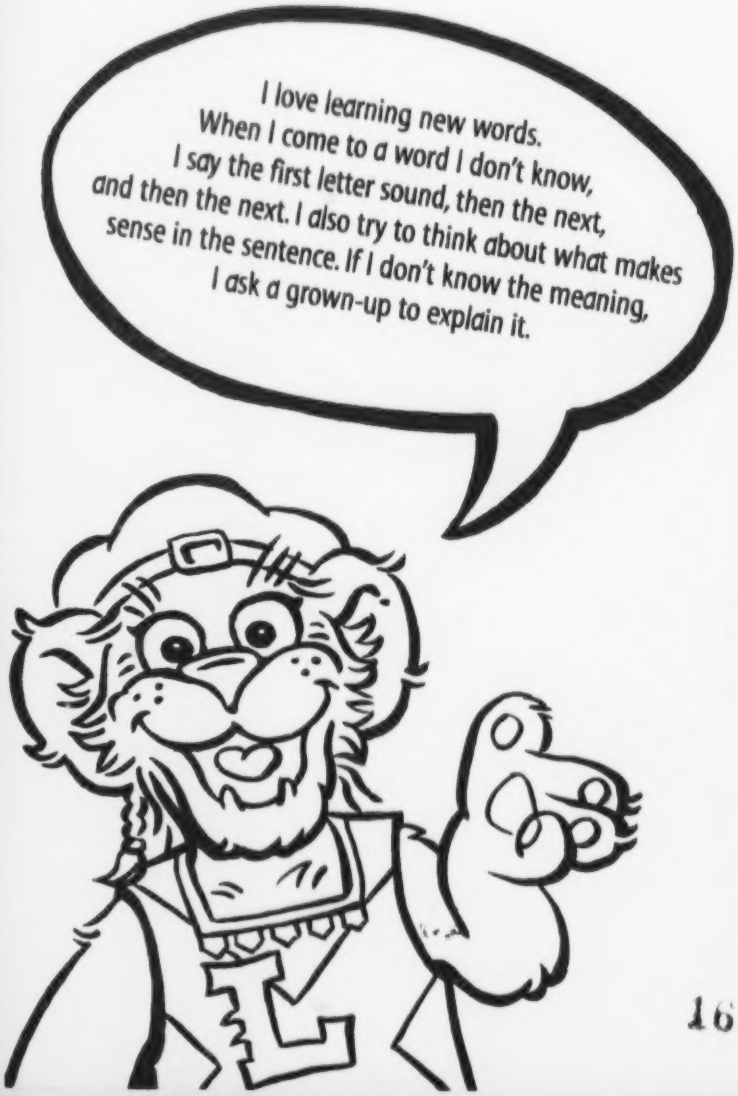
- Choose a short key word from a book your class has read, and help children break it into its parts.
- Have children create knight puppets (see page 31) and write the beginning or ending word part of the key word on each knight's shield.
- Children can "gallop" their puppets toward each other in their own Blending Fields, saying the word parts.
- When their puppets come together children can say the whole word and act it out.
- For a more physical/sensory experience, have children play-act two word-part knights coming together to form words. Provide props such as hobby horses to create your own Blending Fields.

❷ Just as on the show, where a key word is selected from the featured text and then transformed, children can help you create word "morphs" (words that change one sound at a time).

- Using a key word from a book you've read together, invite children to morph the word on a board where the word parts can be erased easily. For example, *pop* can become *bop, cop, hop, mop,* and *top. Pop* can also become *pot, pod,* and *pox.*
- A combination of beginning and ending morphs, changing only one sound at a time, can lead *pop* to *pot* to *hot* to *hog* to *jog* to *jig* to *jiggle.*

❸ Many of the characters on BETWEEN THE LIONS have fun with words. Play a variety of word games with the class, such as

- "Guess My Word"—Give children two clues to a mystery word. Children have to think about both clues in order to guess the word. For example, "This word that starts with *ssssss* and rhymes with *fun.*"
- "Say the Sounds"—Use Fred Newman's techniques to say the sounds of words. Have children guess what the word will be after you say the beginning, middle, and ending sounds. You may want to use objects, as he does, for props.


I love learning new words.
When I come to a word I don't know,
I say the first letter sound, then the next,
and then the next. I also try to think about what makes
sense in the sentence. If I don't know the meaning,
I ask a grown-up to explain it.

All of the BETWEEN THE LIONS episodes feature key words, word families, and vowel sounds. These episodes are just some that target short vowel sounds (see pages 6–7 for a complete listing of episodes and featured vowel sounds).

"Farmer Ken's Puzzle" #104
The computer game that Lionel plays features the word family *-en* and the short *e* sound.

"Fuzzy Wuzzy, Wuzzy?" #109
The featured read-aloud, "Fuzzy Wuzzy Was a Bear," focuses on the word families *-ug* and *-un* and the short *u* vowel sound.

"To the Ship! To The Ship!" #111
This original story features the short *i* vowel sounds and the *-ip, -it, -ick, -ickle, -ish* word families.

"The Chap with Caps" #112
The story targets the short *a* vowel and the word families *-ap, -am -ash, -ad.*

Take Me Home!

On BETWEEN THE LIONS, the cubs Lionel and Leona sound out words, put word parts together, and figure out words one part at a time, because that helps cubs (and kids) become readers.

Have your child cut out the word parts below and move them around to see how many words you both can make. Write the words on the list. Then go on a word hunt and try to find some of the words in books, magazines, or newspapers. You can also try finding longer words that contain a small word you made (rabbit/bit).

Name: _____

r	s	b	h	m
op	it	ug	est	ack

Our list of words

1. _____ 6. _____
2. _____ 7. _____
3. _____ 8. _____
4. _____ 9. _____
5. _____ 10. _____

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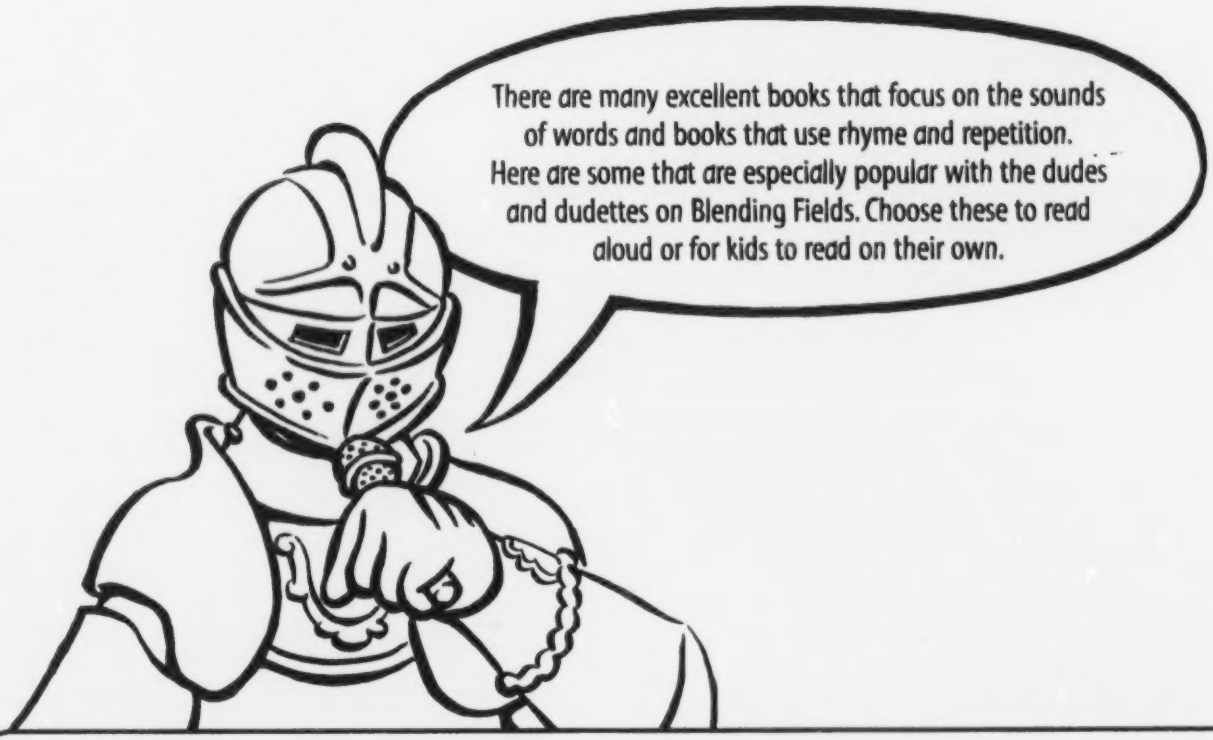
Words and Sounds: A Booklist


There are many excellent books that focus on the sounds of words and books that use rhyme and repetition. Here are some that are especially popular with the dudes and dudettes on Blending Fields. Choose these to read aloud or for kids to read on their own.

A Day at Damp Camp by George Ella Lyon. Each set of words in this romp make a rhyme.

Geese Find the Missing Piece by Marco and Giulio Maestro. Laugh at these school-time riddle rhymes.

Grandmother's Nursery Rhymes by Nelly Palacio Jaramillo. This is a bilingual alternative to the traditional Mother Goose rhymes.

Hop on Pop by Dr. Seuss. The classic rhyming story uses easy word families.

Is Your Mama a Llama? by Deborah Guarino. A young llama finds out, in rhyme, that mothers come in all kinds of shapes and sizes—and species.

Little Bit by Peg Ballard and Cynthia Klingel. This phonics series features vowel and consonant sounds.

My Very First Mother Goose by Iona Opie. Classic rhymes that provide a good introduction to word sounds and rhymes.

The New Kid by Susan Hood. Real-life photographs tell a phonics-based story about a new child at school.

One Duck Stuck by Phyllis Root. A little duck tries to find its way out of the mud.

One Fish, Two Fish, Red Fish, Blue Fish by Dr. Seuss. A rhyming text introduces children to funny things around them.

Rosie's Walk by Pat Hutchins. Rosie the hen manages to lead a fox around the farmyard into one accident after another.

Sheep in a Jeep by Nancy Shaw. The misadventures of sheep that go riding in a jeep.

What I See by Holly Keller. Predictable, rhyming text tells a simple story about what a child sees.

"What Is That?" Said the Cat by Grace Maccarone. An assortment of animals try to get inside a big box.

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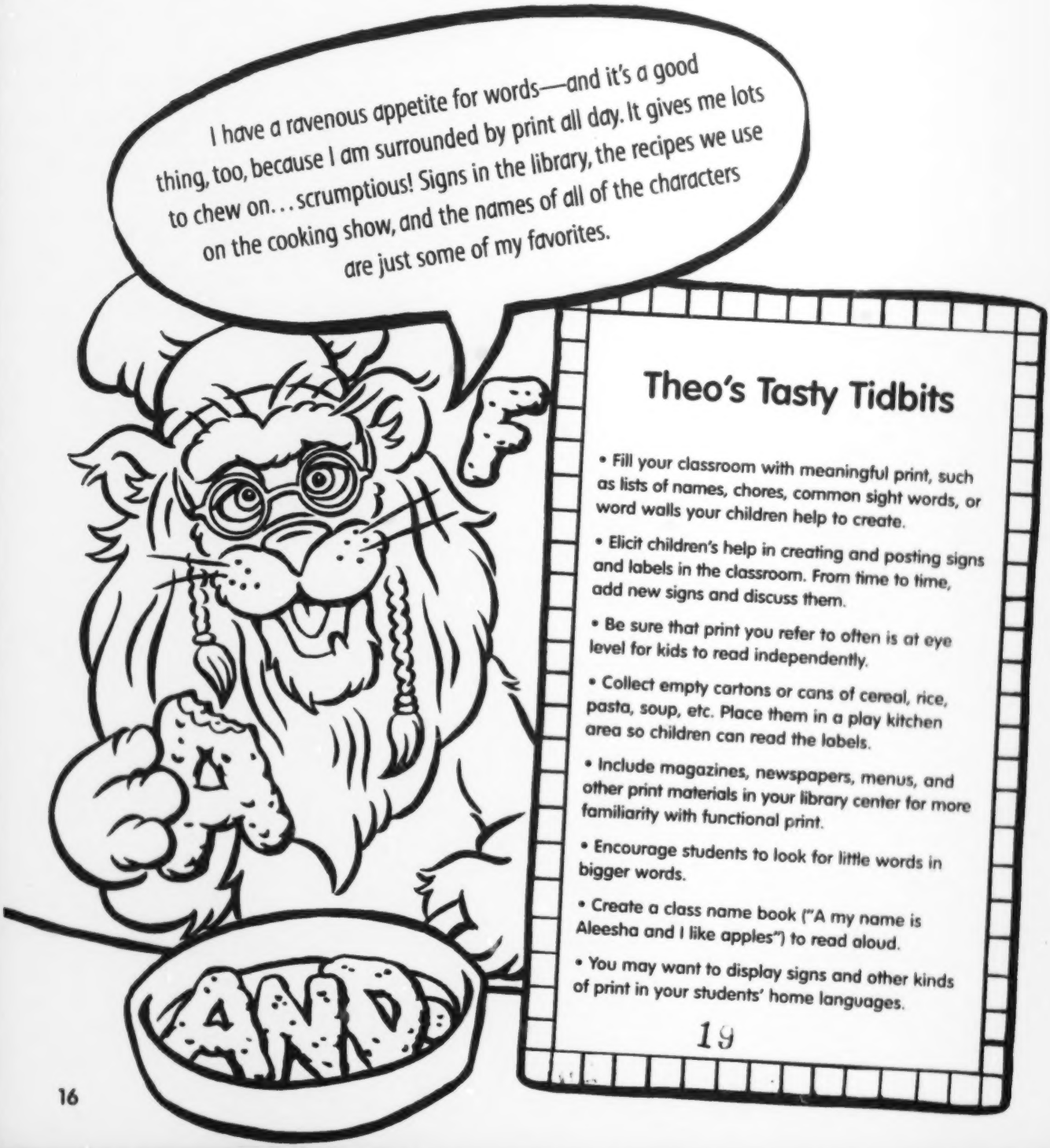
Print All Around Us

The following activities offer ways to reinforce the importance of environmental print such as signs and labels. They also provide an opportunity to learn the common sight words (such as "a," "an," "the"), which are essential for reading fluently. Names, often the first familiar words a child knows, are also included.


I have a ravenous appetite for words—and it's a good thing, too, because I am surrounded by print all day. It gives me lots to chew on... scrumptious! Signs in the library, the recipes we use on the cooking show, and the names of all of the characters are just some of my favorites.
AND

Theo's Tasty Tidbits

- Fill your classroom with meaningful print, such as lists of names, chores, common sight words, or word walls your children help to create.
- Elicit children's help in creating and posting signs and labels in the classroom. From time to time, add new signs and discuss them.
- Be sure that print you refer to often is at eye level for kids to read independently.
- Collect empty cartons or cans of cereal, rice, pasta, soup, etc. Place them in a play kitchen area so children can read the labels.
- Include magazines, newspapers, menus, and other print materials in your library center for more familiarity with functional print.
- Encourage students to look for little words in bigger words.
- Create a class name book ("A my name is Aleesha and I like apples") to read aloud.
- You may want to display signs and other kinds of print in your students' home languages.

19

Try This

❶ Take children on a Word Walk through the school or the neighborhood.

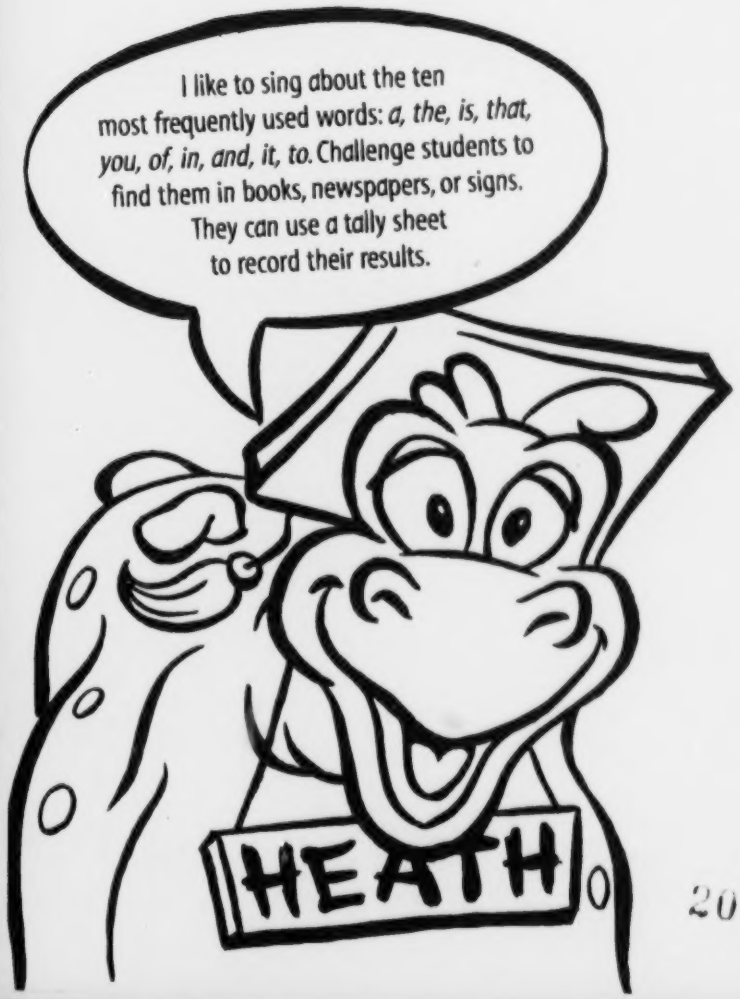
- Before departing, show the segment "Read the Signs" sung by Sloppy Pop near the end of Episode #106, "The Hopping Hen."
- Invite children to find and read all of the signs they see—stop, walk/don't walk, exit, cafeteria, office, etc. You may want to provide props such as a magnifying glass or a flashlight.
- Keep a list of the words children find. When you return, read each one and invite children to sort the words into categories—long words, short words, road signs, room signs, and so on.
- You may want to have students compare and contrast letters in the words or beginning and ending sounds.

❷ In Episode #106 "The Hopping Hen," new library rules signs, such as "saxophone playing" and "bare feet allowed" lead to chaos. Cleo later discovers that the printer forgot to send the word "No" for the signs!

- With the class, brainstorm your own list of silly classroom rules ("giggling here," "dancing in the doorway," "whistling permitted.")
- Write them on slips of oak tag or index cards and then help children post them around the room.
- Invite children to take turns doing what the signs say. Then decide together how to fix the signs.

❸ Show a "What's Your Name?" segment to children. (Some of the many episodes that include the segment are Episode #109 "Fuzzy, Wuzzy, Wuzzy?"; Episode #102 "The Lost Rock"; and Episode #114 "Lionel's Great Escape Trick.") Invite children to play games with their names:

- Sort names by their beginning consonants or vowel sounds.
- Have children clap the syllables in their names. You can clap the syllables of children's names and see if children can guess whose name it is.
- Scramble the letters of a child's name and see who can identify it.
- Encourage children to find any small words within their names, such as *jam* and *in* in *Benjamin*.


I like to sing about the ten most frequently used words: *a, the, is, that, you, of, in, and, it, to.* Challenge students to find them in books, newspapers, or signs. They can use a tally sheet to record their results.
HEATH

These BETWEEN THE LIONS episodes feature environmental print, names, and sight words.

Pecos Bill Cleans Up the West #101
The "What's Your Name?" segment features the short *e* sound.

"Pandora's Box" #113
A box with a "Do Not Open!" sign on it proves too tempting for Lionel and Leona. The "What's Your Name?" segment features the sound short *a*.

"There's a Fly in My Soup" #115
Heath the Thesaurus sings "Ten Small Words"—about ten commonly used sight words. (Other episodes featuring this song are Episode #124 "This Old Man" and Episode #125 "A King and His Hawk.")

"Piggyback, Piggyback" #127
The "What's Your Name?" segment features the short *a* sound.

Take Me Home!

On BETWEEN THE LIONS the Lion family is literally surrounded by print in the library—in books, in signs, on the computer—every day. To help your child recognize common words and signs, take a Word Walk around your neighborhood and bring this *Sign Bingo* game board along with you. Can your child find the words in the boxes?

Every time your child spots one of the words below on a sign, he or she puts an "X" on the box. Help your child write in other words he or she sees on signs in the blank boxes. Can you and your child get three X's down, across, or diagonally?

Name: _____

EXIT	**SCHOOL**	_____
SLOW	_____	**ONE WAY**
WALK	**STOP**	_____

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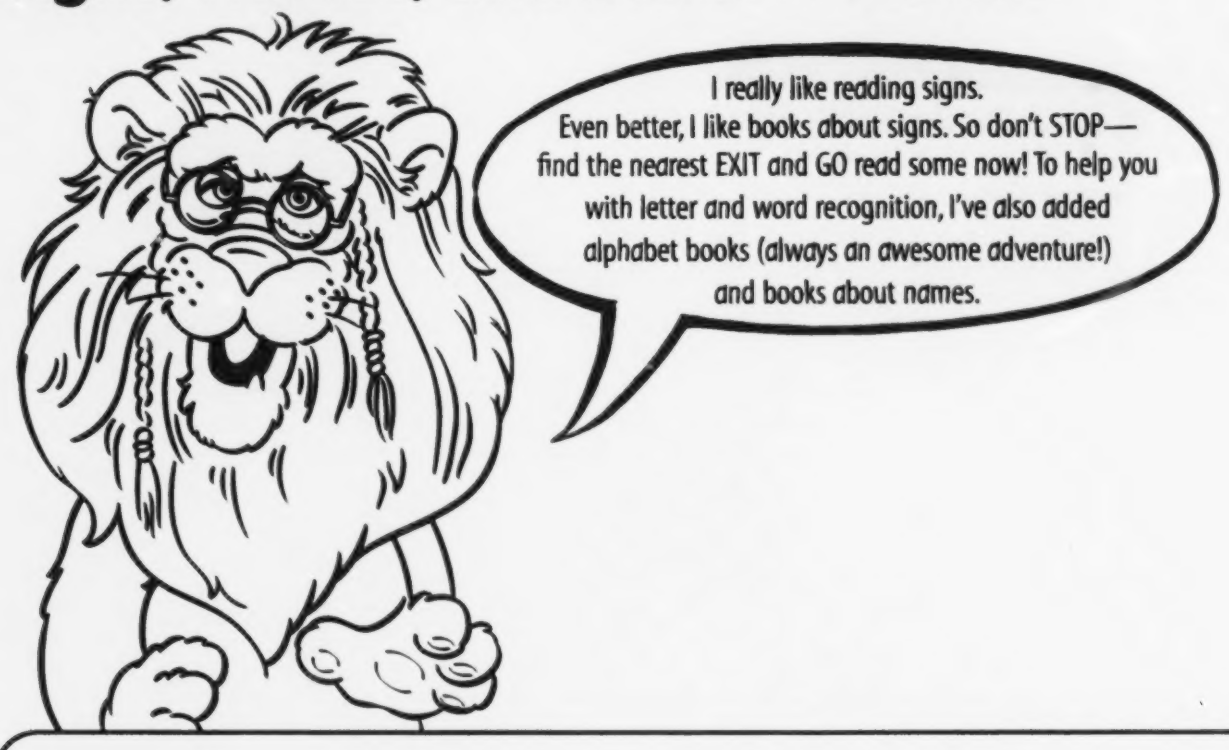
Signs, Names, and More: A Booklist


I really like reading signs.
Even better, I like books about signs. So don't STOP—
find the nearest EXIT and GO read some now! To help you
with letter and word recognition, I've also added
alphabet books (always an awesome adventure!)
and books about names.

A My Name Is Alice by Jane Bayer. This well-known jump rope rhyme is built on letters of the alphabet.

Alphabatics by Suse MacDonald. The letters of the alphabet are transformed and incorporated into twenty-six illustrations.

Arthur's Reading Race by Marc Brown. Arthur doesn't believe D.W. can read until she reads some signs in the neighborhood.

Brian Wildsmith's Amazing World of Words by Brian Wildsmith. A traveler from outer space visits earth and learns the names of all the things he sees.

Chrysanthemum by Kevin Henkes. Chrysanthemum loves her name, until she starts going to school and the other children make fun of it.

Gathering the Sun: An Alphabet in Spanish and English by Alma Flor Ada. A poem for each letter of the alphabet, celebrating farmworkers and the harvest.

The Graphic Alphabet by David Pelletier. Each letter of the alphabet retains its natural shape as it represents the meaning of the word.

Hopping Hens Here! by Louise Gikow. A companion book for Episode #106 of BETWEEN THE LIONS.

I See a Sign by Lars Klove. A simple text introduces children to common road signs.

I Read Signs by Tana Hoban. Photographs tell the story of these signs.

Little Rabbit's First Word Book by Alan Baker. Identify the objects and the matching label throughout the book.

Moosey Moose by Christopher Raschka. Moosey Moose wants his long pants.

Night at the Fair by Donald Crews. Nighttime is a wonderful time to enjoy the lights, the games, and the rides at a fair.

Ten, Nine, Eight by Molly Bang. While counting down from ten to one, a young girl gets ready for bed.

There's an Ant in Anthony by Bernard Most. After discovering an "ant" in his own name, Anthony searches for the word "ant" in other words.

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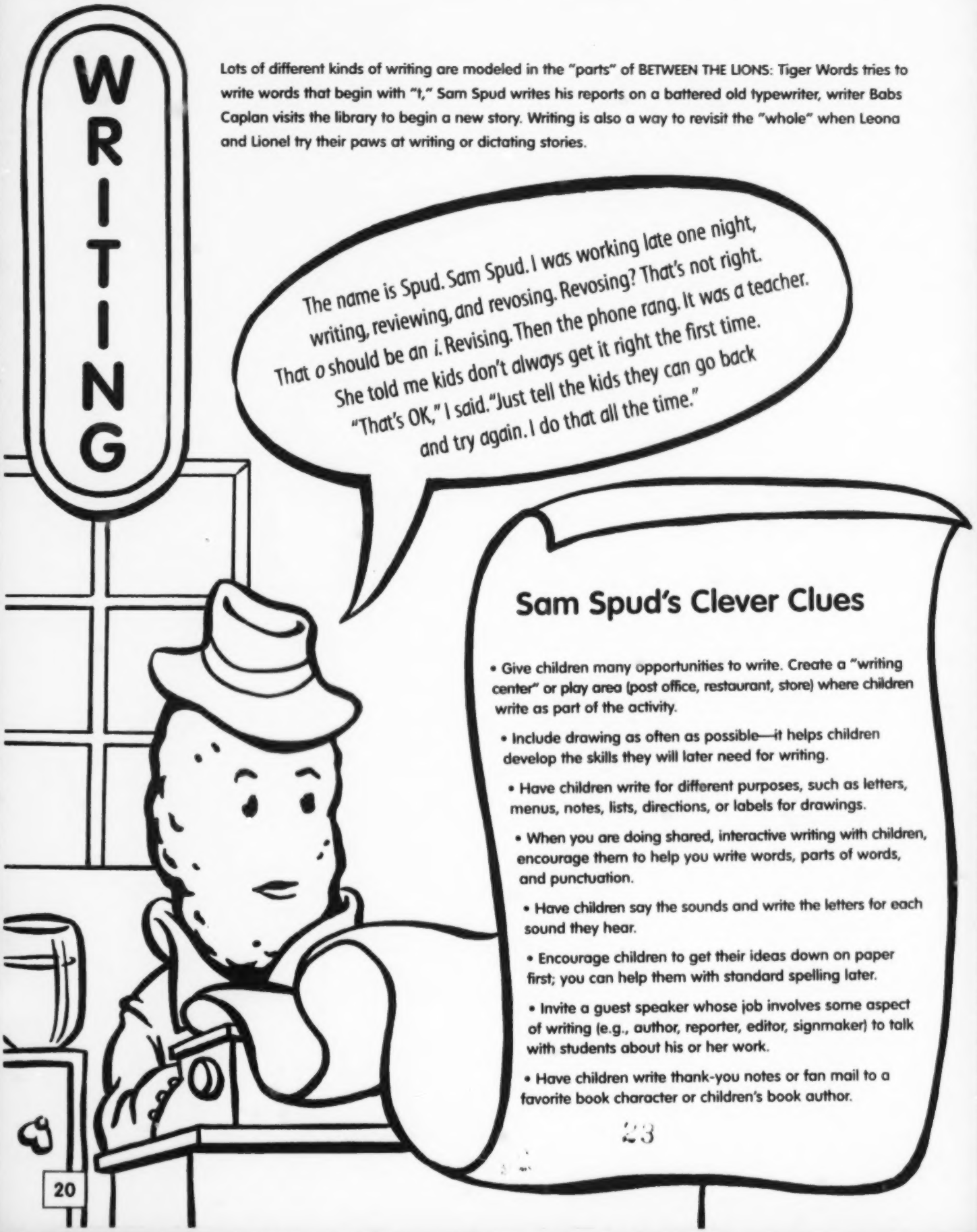
WRITING

Lots of different kinds of writing are modeled in the "parts" of BETWEEN THE LIONS: Tiger Words tries to write words that begin with "*t*," Sam Spud writes his reports on a battered old typewriter, writer Babs Caplan visits the library to begin a new story. Writing is also a way to revisit the "whole" when Leona and Lionel try their paws at writing or dictating stories.


The name is Spud. Sam Spud. I was working late one night, writing, reviewing, and revosing. Revosing? That's not right. That *o* should be an *i*. Revising. Then the phone rang. It was a teacher. She told me kids don't always get it right the first time. "That's OK," I said. "Just tell the kids they can go back and try again. I do that all the time."

Sam Spud's Clever Clues

- Give children many opportunities to write. Create a "writing center" or play area (post office, restaurant, store) where children write as part of the activity.
- Include drawing as often as possible—it helps children develop the skills they will later need for writing.
- Have children write for different purposes, such as letters, menus, notes, lists, directions, or labels for drawings.
- When you are doing shared, interactive writing with children, encourage them to help you write words, parts of words, and punctuation.
- Have children say the sounds and write the letters for each sound they hear.
- Encourage children to get their ideas down on paper first; you can help them with standard spelling later.
- Invite a guest speaker whose job involves some aspect of writing (e.g., author, reporter, editor, signmaker) to talk with students about his or her work.
- Have children write thank-you notes or fan mail to a favorite book character or children's book author.

Try This

❶ Invite children to take turns role-playing Tiger Words when you need to write a word that begins with *t*. (Note: You might want to try this activity near the end of the school year, depending upon the ability level of your students.)

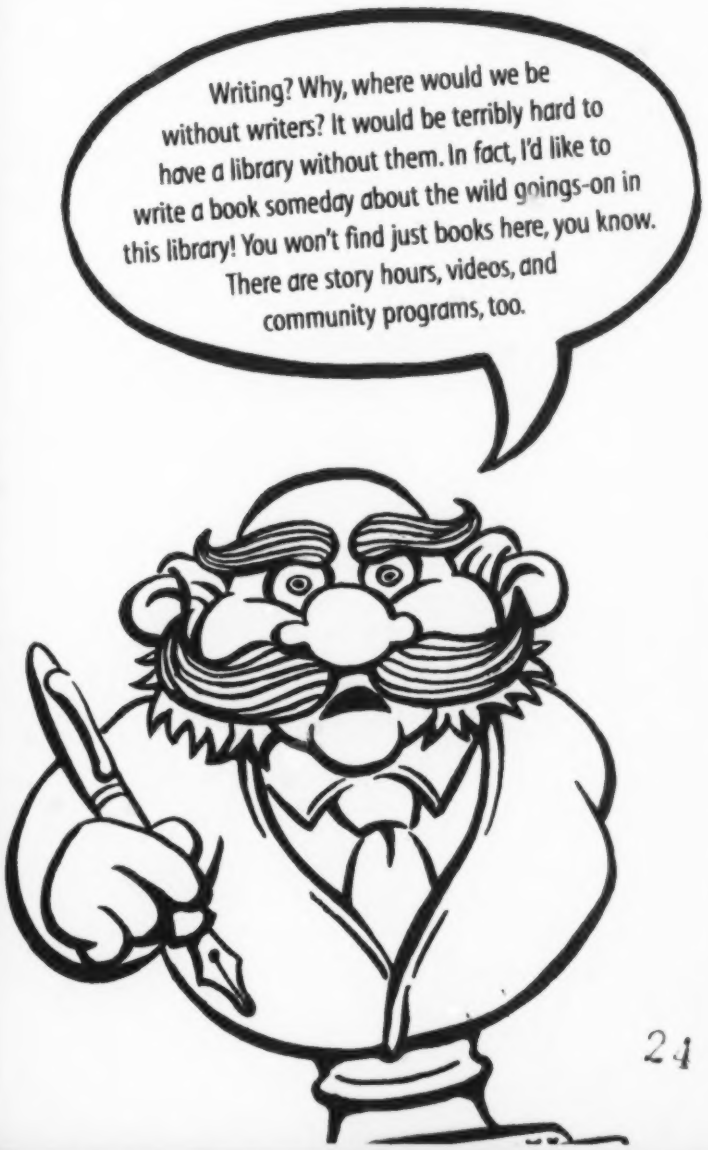
- Give children a choice of writing implements and have them "step up to the *t*" and try spelling the word.
- You might want to spell most of the word but leave out one letter, such as the vowel, for children to supply.
- You may also want to start with the word families you are studying, such as *-op*, *-en*, or *-ip*.
- Have the class "spectators" cheer all attempts.

❷ Writer Babs Caplan in Episode #112 "The Chap with Caps," struggles to craft a story that has three important elements—a beginning, middle, and ending.

- Invite children to contribute to and dictate a round robin story.
- You might want to start children off with a beginning sentence such as "A long time ago, there lived a . . ."
- Summarize the story and then have small groups of children choose a section of the story to illustrate.
- You may want to expand on this activity by showing several segments of "The Adventures of Cliff Hanger" to children. Discuss how the beginning and ending of each episode are the same, but the middles are different.
- Challenge children to write or draw and dictate a new adventure for Cliff Hanger, keeping the beginning and ending the same but creating a new middle.

❸ Leona is so dissatisfied with the ending of *The Queen Who Wanted to Touch the Moon* in Episode #107 "Touching the Moon," that she keeps the whole family awake until she gets help writing a different ending.

- Take a familiar story and help children create a different ending to it, a sequel, or another chapter of the story. Perhaps the princess doesn't even *like* the prince who awakened her or maybe the three pigs have a different plan to foil the wolf.
- Invite children to act out their story or illustrate it with pictures. They can rename the story with a new title.


Writing? Why, where would we be without writers? It would be terribly hard to have a library without them. In fact, I'd like to write a book someday about the wild goings-on in this library! You won't find just books here, you know. There are story hours, videos, and community programs, too.

Other BETWEEN THE LIONS episodes that focus on writing are

"Little Big Mouse" #103
Lionel and Leona write a letter to the heroic storybook mouse.

"Shooting Stars" #105
Leona misunderstands the words *meteor shower* and writes a story about a *meat shower*.

"A Peck of Peppers" #120
Everyone tries his or her paw at writing a tongue twister that will stump Lionel.

"The Old Man" #124
Writer Babs Caplan visits the library to write the world's scariest story.

Take Me Home!

In BETWEEN THE LIONS, the Lion family often makes up a new story based on a well-known folktale, fable, or book. Create a new story with your child or alter a familiar story by changing the ending or the characters. Encourage your child to write or dictate the new story and illustrate it with a picture. You may want to add a new title, too.

Name: _____

A New Story

_____

_____

_____

_____

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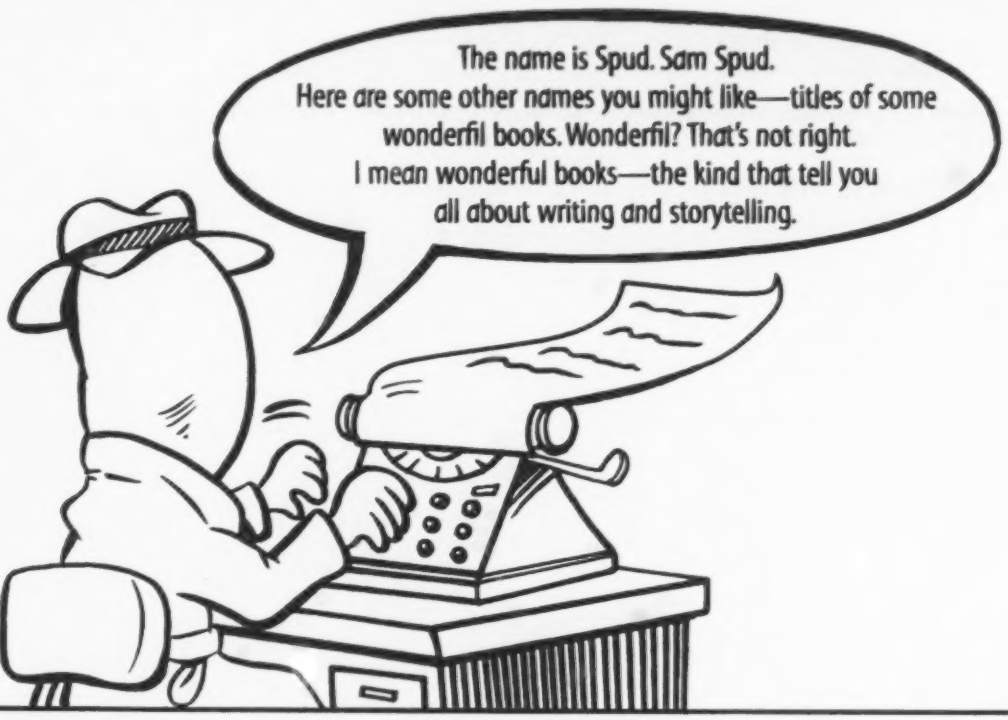
Writing and Storytelling: A Booklist


The name is Spud. Sam Spud.
Here are some other names you might like—titles of some wonderful books. Wonderful? That's not right.
I mean wonderful books—the kind that tell you all about writing and storytelling.

Arthur Writes a Story by Marc Brown. Arthur thinks his life is too boring to write about.

Author's Day by Daniel Pinkwater. When a famous children's author comes to school for a visit, a mix-up occurs.

Can You Imagine? by Patricia McKissack. The author describes her life, how she became a writer, how her family helps her, and how she gets her ideas.

Click, Clack, Moo: Cows That Type by Doreen Cronin. When Farmer Brown's cows find a typewriter in the barn, they begin to put their demands in writing.

The Day of Ahmed's Secret by Florence Parry Heide. Ahmed can't wait to tell everyone his secret: He has learned to write his name.

Dear Bear by Joanna Harrison. Katie is afraid of the bear that lives under the stairs in her house until they exchange letters.

Dear Peter Rabbit by Alma Flor Ada. Letters from favorite book characters are exchanged.

Emily by Michael Bedard. A story about a young girl who meets poet Emily Dickinson.

Frog and Toad Are Friends by Arnold Lobel. In "The Story," "The Letter," and "The List," friends Frog and Toad use writing and storytelling to help each other.

Harold and the Purple Crayon by Crockett Johnson. When Harold draws, amazing things happen.

A Letter to Amy by Ezra Jack Keats. Peter wants to invite his best friend Amy to his birthday party in a special way, so he writes an invitation.

Max Makes a Million by Maira Kalman. When Max the dog finally sells his book of poetry, he is able to fulfill his life-long dream of traveling to Paris.

The Storytellers by Ted Lewin. Abdul and Grandfather go through the streets of Fez, Morocco, where Grandfather performs as a storyteller.

What Do Authors Do? by Eileen Christelow. The process of how writers write is explained in a humorous comic strip.

Wolf! by Becky Bloom. A wolf learns to read in order to impress a group of farmyard animals.

Zora Hurston and the Chinaberry Tree by William Miller. This biography tells how the famous author came to be a writer.

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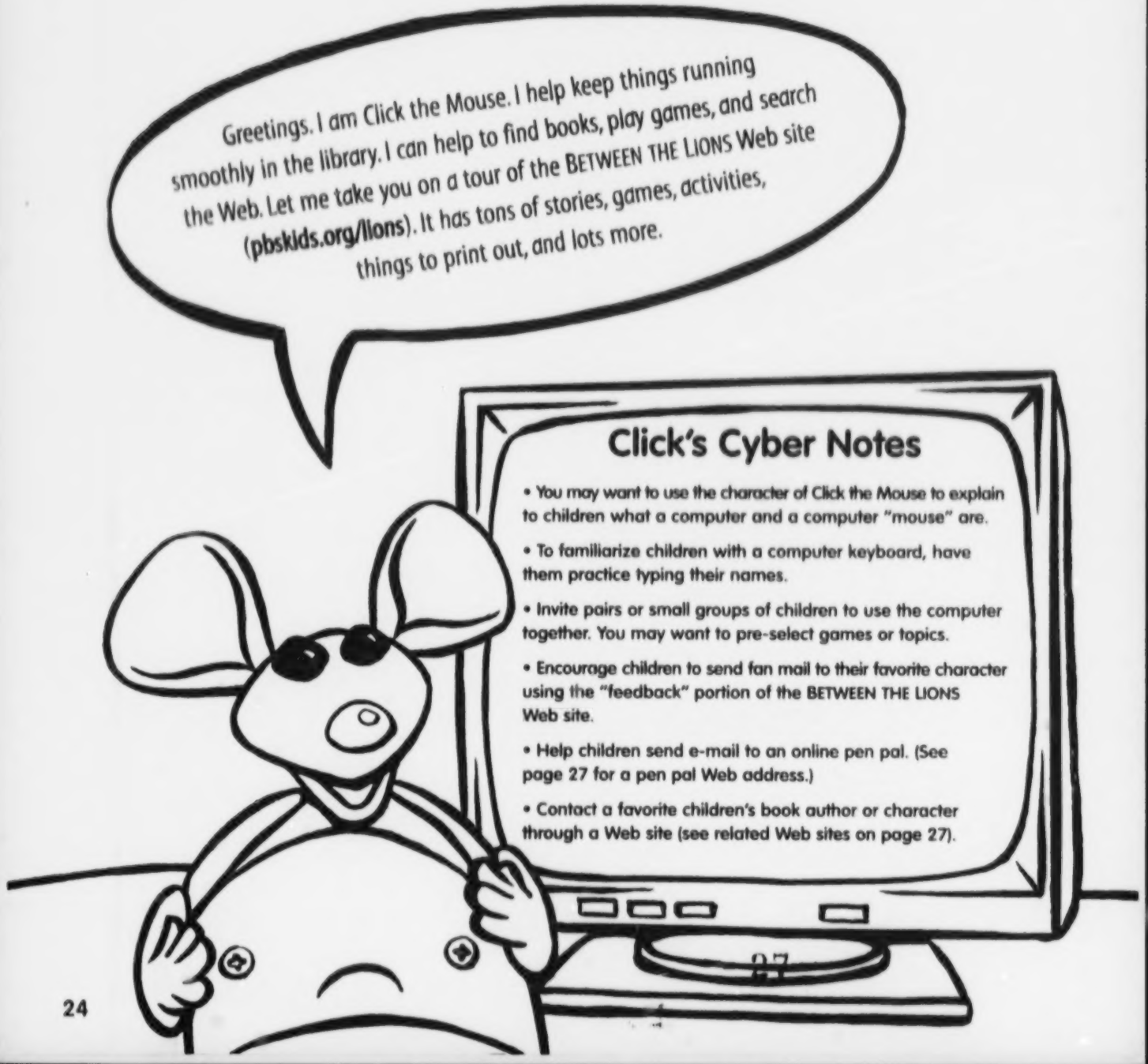
Using Technology

Using technology is a new kind of literacy. Children need to know how to use a computer, browse a Web site, and access the information within a site. The BETWEEN THE LIONS Web site features all of the stories from the TV show (the "wholes") as well as games and activities that let kids play with key words, word families, and letter sounds.


Greetings. I am Click the Mouse. I help keep things running smoothly in the library. I can help to find books, play games, and search the Web. Let me take you on a tour of the BETWEEN THE LIONS Web site (pbskids.org/lions). It has tons of stories, games, activities, things to print out, and lots more.
Click's Cyber Notes
• You may want to use the character of Click the Mouse to explain to children what a computer and a computer "mouse" are.
• To familiarize children with a computer keyboard, have them practice typing their names.
• Invite pairs or small groups of children to use the computer together. You may want to pre-select games or topics.
• Encourage children to send fan mail to their favorite character using the "feedback" portion of the BETWEEN THE LIONS Web site.
• Help children send e-mail to an online pen pal. (See page 27 for a pen pal Web address.)
• Contact a favorite children's book author or character through a Web site (see related Web sites on page 27).

Try This

1. Silly cows have eaten Leona's alphabet in "A. B. Cow" at **pbskids.org/lions/hug/abcow.html.** This game will help children with letter recognition and some basic keyboarding skills.

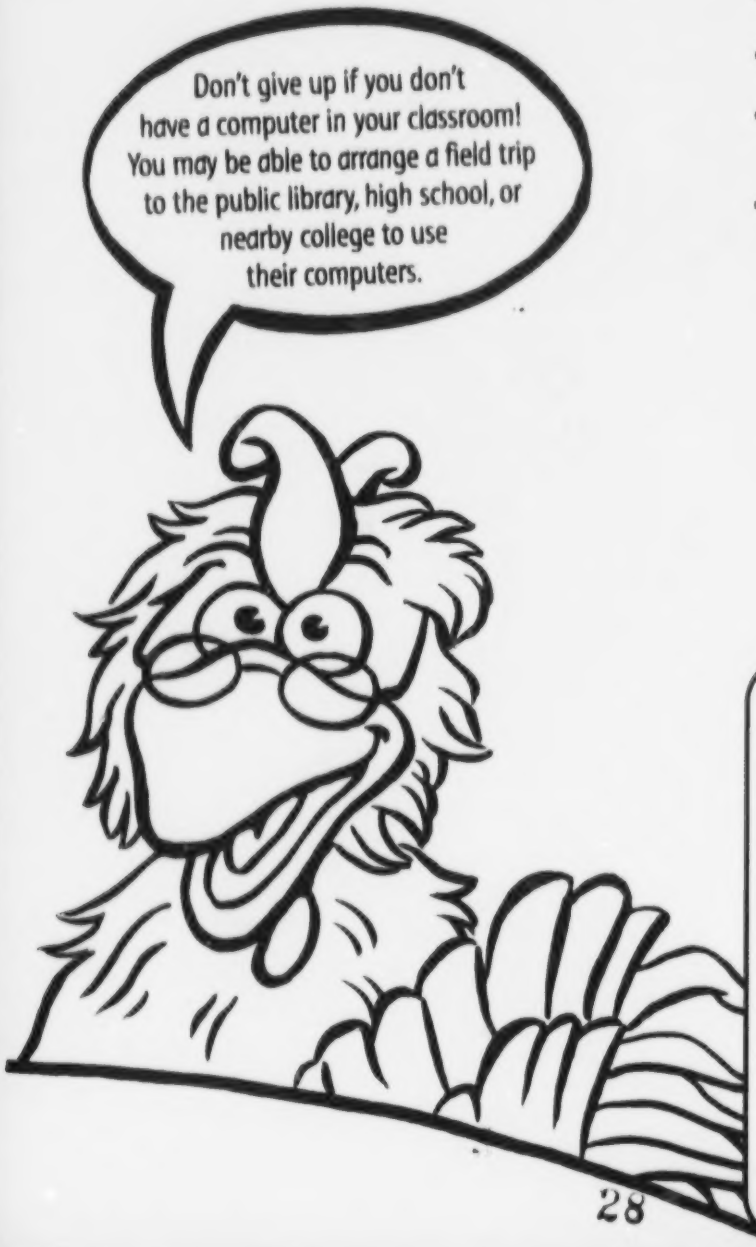
- In the three levels of play (Easy, Hard, Hardest), the object of the game is to find which letter of the alphabet is missing.
- Encourage pairs of children to begin the game at the Easy level and to work their way up to Hardest level when they are ready.
- Some children may enjoy the challenge of "Chicken Stacker," where they have to guess the short vowel sound in words to create a stack of chickens.

2. In Episode #104 "Farmer Ken's Puzzle," Lionel plays a CD-ROM game on the library's computer. Many of the games on the Web site are interactive as well.

- Invite pairs of children to play a round of "Fuzzy Lion Ears" with Leona. In this game, children help Leona find the missing letter to make a word.
- Children will have to listen carefully to the word Leona says and the sounds of each possible letter.
- After children have played, distribute copies of the printable version and invite children to play the game with pencil and paper.

3. A good game to give children practice navigating within a site is "Cub Reporter" at **pbskids.org/lions/cub.pl.pecos.**

- Pair children with fluent readers, perhaps from another grade.
- Have them create a front page newspaper story by answering the question prompts.
- When they click "Publish," the newspaper page pops up with a story that includes the words with which they answered the questions.
- Children can then click "Make Changes" and change answers to the questions to create a different story.


Don't give up if you don't have a computer in your classroom! You may be able to arrange a field trip to the public library, high school, or nearby college to use their computers.

Here are some other BETWEEN THE LIONS episodes that feature computers and other forms of technology.

"Little Big Mouse" #103
Click drags and drops Cleo into a story to go "Between the Covers."

"Lionel's Great Escape Trick" #114
Lionel visits a Houdini Web site to find out about rope tricks.

"Sausage Nose" #121
Theo, Cleo, Lionel, and Leona watch a video with subtitles.

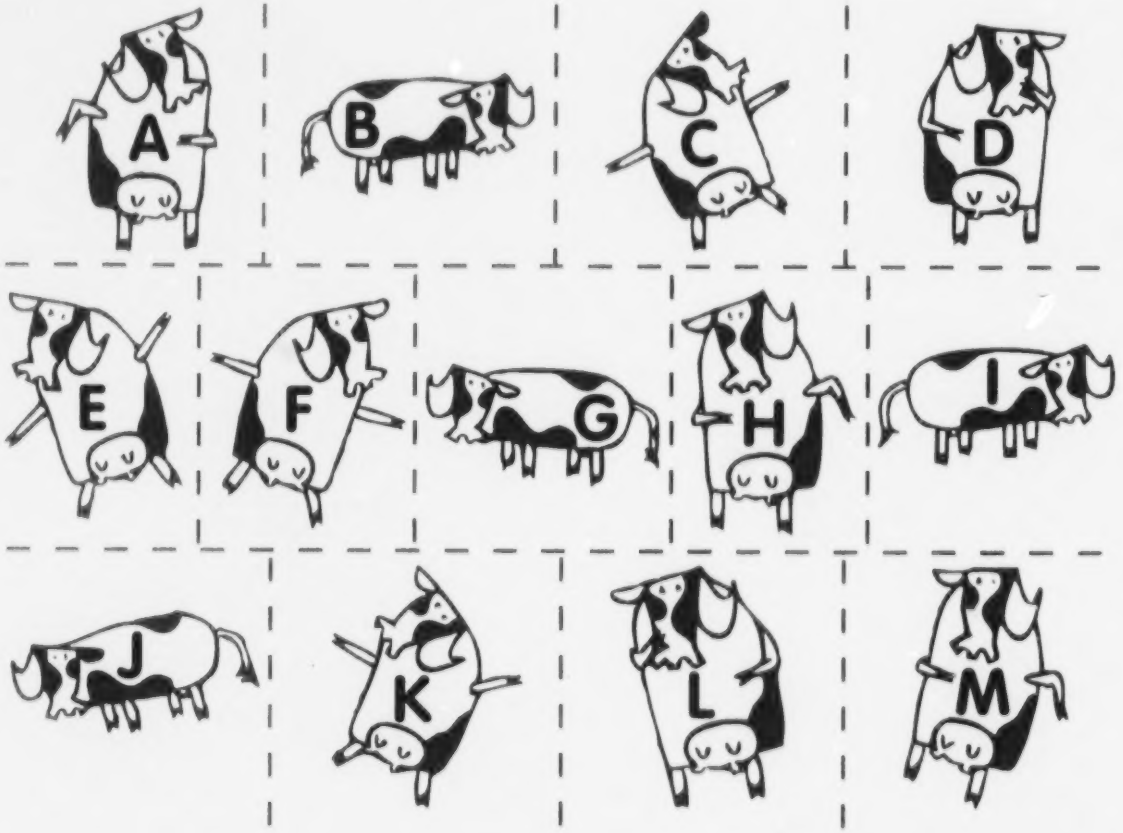
"The Roar That Makes Them Run" #126
Text on a Web site is the featured read-aloud.

Take Me Home!

Visit BETWEEN THE LIONS Web site at **pbskids.org/lions** for lots of fun, educational activities. Try a sample game, "A.B.Cow," below, by cutting out the letter cows and playing several games with your child. (You can also use the printable play-at-home version at **pbskids.org/lions/hug/abcow.html**)

- Have your child put the letter cows in the correct sequence.
- Take one cow away and have your child name the missing one.
- Help your child think of a name for every cow and write it on the back. For example, the A cow could be Aleeysha, the B cow could be Barry, and so on.

Name: _____



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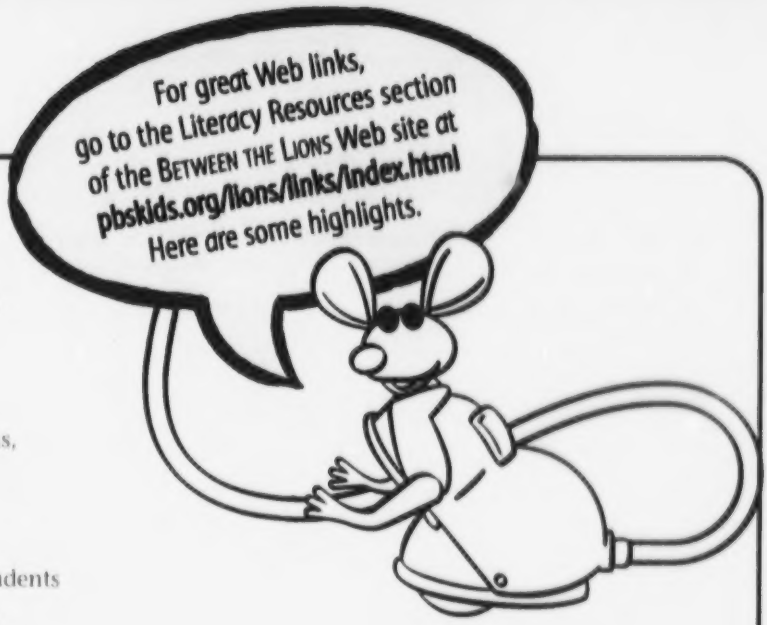
Web Sites


For great Web links,
go to the Literacy Resources section
of the BETWEEN THE LIONS Web site at
pbskids.org/lions/links/index.html
Here are some highlights.

FOR EDUCATORS AND PARENTS

Association for Library Service to Children*
http://www.ala.org/alsc
Contains information about reading, booklists, and library services.

Carol Hurst's Children's Literature Site
http://www.carolhurst.com
Book reviews, classroom/curriculum connections, and activities.

Center for the Book, Library of Congress*
http://lcweb.loc.gov/loc/cfbook
Information about current projects and how students and families can participate, upcoming events, workshops, and trainings.

Center for the Improvement of Early Reading Achievement (CIERA)
http://www.ciera.org
Targeting early literacy with effective teaching strategies.

The Children's Literature Web Guide
http://www.acs.ucalgary.ca/~dkbrown
An extensive resource for kids' books.

FamilyEducation Network*
http://www.familyeducation.com
Educational and child-development resources and services.

First Book*
http://www.firstbook.org
A nonprofit organization seeking to give disadvantaged children opportunities to read and own books.

Helping Your Child Learn to Read
http://www.ed.gov/pubs/parents/Reading
Tips on reading from the U.S. Department of Education.

Intercultural E-mail Classroom Connections
http://www.iecc.org
Helps teachers establish e-mail partnerships with other countries/cultures for pen pal and project exchange.

International Reading Association*
http://www.reading.org
Information about this professional organization, plus resources for teachers and other literacy advocates.

Kathy Schrock's Guide for Educators
http://school.discovery.com
Check out the Literature and Language Arts section for classroom activities and resources.

National Center for Learning Disabilities*
http://www.ncld.org
Provides information, resources, and referrals for children and adults with learning disabilities, and links to key sites.

National Education Association*
http://www.nea.org
The site for this professional organization includes educator resources as well as advice for parents on how to help children learn to read.

PBS Online
http://www.pbskids.org
Links to Web sites for children's programming on PBS.

Reading Is Fundamental, Inc.*
http://www.rif.org
Develops and delivers children's and family literacy programs.

FOR CHILDREN

The Internet Public Library Youth Division
http://www.ipl.org/youth/
Check out the "Books and Authors" section in the Reading Zone for links to sites about children's books and authors. Also has sections for teachers and parents.

Inkspot: The Writer's Resource
http://www.inkspot.com/young
A writing resource and community for young readers.

KiddoNet
http://www.kiddonet.com
Games for kids, including writing activities.

**An Outreach Partner of BETWEEN THE LIONS*

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Reading Milestones

Children learn to read at vastly different rates. Even within a single classroom the range of children's abilities can be surprising. The reading milestones below summarize the typical range of reading development for kindergartners.

At age 5, most kindergartners become able to*

- sound like they are reading when pretending to read
- enjoy being read to and retell simple stories
- use descriptive language to explain or to ask questions
- recognize letters and letter-sound correspondence
- show familiarity with rhyming and beginning sounds
- understand that (English) print is read left-to-right and top-to-bottom
- begin to match spoken words with written ones
- begin to write letters of the alphabet and some words they use and hear often
- begin to write stories with some readable parts

* From "Helping Your Child Become a Reader," U.S. Department of Education, Office of Educational Research and Improvement, January 2000.

Some children may fall far below on several of these milestones. These children will need more intensive, explicit instruction. The following checklist of teaching methods is useful for all students but may be especially important for at-risk children:

- Relate new ideas and tasks to children's background knowledge and experiences.
- Model tasks.
- Use prompts and cues to assist children in completing tasks.
- Use manipulatives to make tasks more visible (e.g., have children create words using magnetic letters or letter cubes).
- Provide extensive opportunities for repetition and practice.
- Monitor children's understanding frequently.
- Provide frequent and specific feedback about a child's performance.
- Use flexible groupings so that you have opportunities to provide instruction one-on-one and in small groups.
- Re-teach.
- Maximize student participation by using small groups, peer tutoring, response cards, and other materials and methods that encourage students to actively engage in tasks and keep track of their own progress.
- Speak frequently with parents.
- Consult with other professionals such as special education teachers, speech/language or reading specialists, school psychologists, and bilingual or ESL teachers.

Resources

For more information on children and reading, the following resources may be helpful.

Adams, Marilyn Jager. *Beginning to Read: Thinking and Learning about Print.* MIT Press, 1994.

Birsh, Judith R. *Multisensory Teaching of Basic Language Skills.* Paul A. Brooks Publishing Company, 1999.

Burns, Susan M., Peg Griffin, and Catherine E. Snow, eds. *Starting Out Right: A Guide to Promoting Children's Reading Success.* National Academy Press, 1999.

Chall, Jeanne S. , and Helen M. Popp. *Teaching and Assessing Phonics: Why, What, When, How.* Educators Publishing Service, 1996.

DeBruin-Parecki, Andrea. *Helping Your Child Become a Reader.* U.S. Department of Education, 2000.

Hall, Susan and Louisa Moats. *Straight Talk about Reading: How Parents Can Make a Difference During the Early Years.* Contemporary Books, 1999.

Learning to Read and Write: Developmentally Appropriate Practices for Young Children. IRA/NAEYC, 1998.

National Reading Panel. *Teaching Children to Read: Report of the National Reading Panel.* National Institutes of Child Heath and Human Development, 2000.

Neuman, Susan, and Kathleen Roskos, eds. *Children Achieving: Best Practices in Early Literacy.* IRA, 1989.

Reading and Writing Grade by Grade. National Center on Education and the Economy and the University of Pittsburgh, 2000.

Strickland, Dorothy. *Teaching Phonics Today: A Primer for Educators.* IRA, 1998.

U.S. Department of Education. *Start Early, Finish Strong: How to Help Every Child Become a Reader.* U.S. Department of Education/America Reads Challenge, 1999. Available online at www.ed.gov/pubs/startearly

What Parents Need to Know about Reading and Writing, Grade by Grade. National Center on Education and the Economy and the University of Pittsburgh, 2000.

To obtain materials, contact:

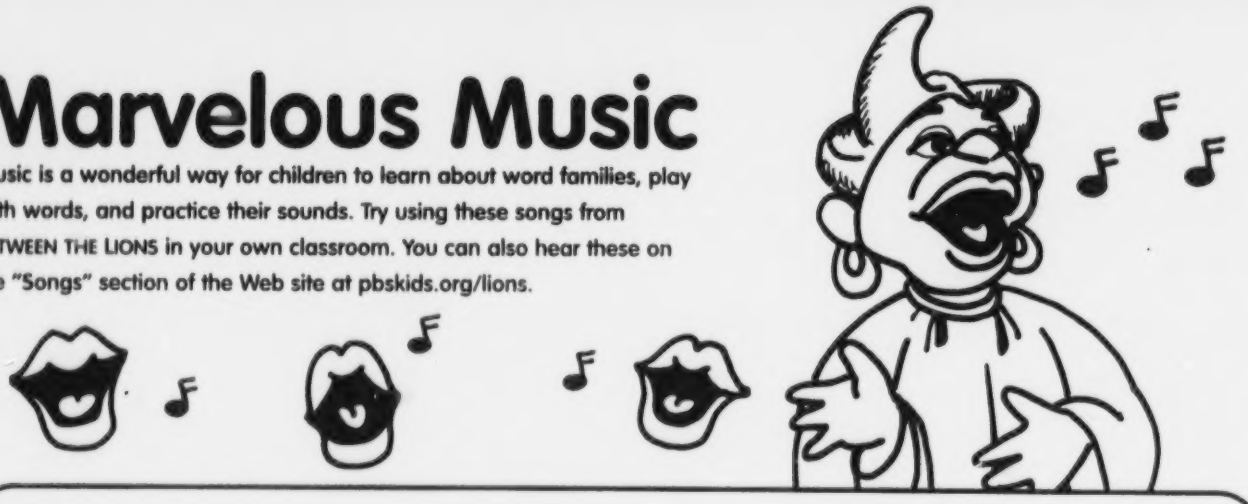
Department of Education: www.ed.gov/pubs

IRA: www.bookstore.reading.org

National Center on Education and The Economy: 1-888-361-6233

Marvelous Music

Music is a wonderful way for children to learn about word families, play with words, and practice their sounds. Try using these songs from BETWEEN THE LIONS in your own classroom. You can also hear these on the "Songs" section of the Web site at pbskids.org/lions.



Double O, OO

Who can help a cow moo?
Oo-oo. . . .
Or a baby go goo?
Oo-oo. . . .
Who makes pigeons go coo?
Oo-oo. . .
Yes, it's double o, oo
Oo-oo.

Without oo
Nobody would have much room.
Without oo, you couldn't sweep
Because you'd have no broom.
And when you sneezed
You couldn't say kerchoo.
(Gesundheit!)

Without double o, oo
Oo-oo. . . .
Yeah, double o, oo
Oo-oo. . . .
When you go for a dip
Oo-oo. . . .
You find oo in the pool
Oo-oo. . . .
When you want to be hip
Oo-oo. . . .
Oo's a big part of cool
o-oo.

Without oo
You couldn't have a lot of loot.
Without oo
Nobody would give a hoot.
And happy people couldn't say
yahoo.
(Yahoo!)

Without double o, oo
Oo-oo. . . .
Yeah, double o, oo
Oo-oo. . . .
Oo!

Sometimes Y

Five little vowels
A E I O U—
When you've got a couple consonants
Nothing else will do.

H-A-T hat,
H-O-T hot,
L-E-T let,
L-I-T lit,
I love them all a real lot,
L-O-T lot.

Oh, and sometimes Y—
Y don't you cry.
You're not a full-time vowel
But don't throw in your towel,
My little sometimes Y.

Five little vowels
A E I O U—
When you want to spell
Pit or *pot* or *pet*
They're a dream come true.

Yeah, whether you spell *champ*
Or whether you spell *chump*
The vowels are so much fun,
F-U-N fun,
They make me want to jump,
J-U-M-P jump.

Oh, and sometimes Y—
Y, though you try
You're not the same as the rest
But don't get depressed,
My little sometimes Y.

A E I O U,
My sometimes Y

A E I O U,
And sometimes Y

A E I O U,
My sometimes Y.

W Trouble

I got W trouble
And I know what's to blame.
It's because there's no *wuh* sound
In W's name.
I am wasted, and woeful,
And wilted and tense.
What's with W's *wuh* sound?
It doesn't make sense!

You know, M makes an *mmm* sound,
And J just goes *juh*,
And S has an *sss* sound,
And D sounds like *duh*.
But there's no *wuh* in *W*
And, tell me please,
Why a letter called *W*
Looks like two Vs.

I got W trouble;
I worry and weep.
I am worn out and weary
And I'm losing sleep.
But I won't lose my will,
No, whatever it takes,
I'll remember the *wuh* sound
That W makes!

I'll remember the *wuh* sound
That W makes!

"Double O, 'OO" by Christopher Cerf. Published by Denebola Music (BMI), Listen to the Lion Music (BMI).

"W Trouble" by Christopher Cerf. Published by Denebola Music (BMI), Listen to the Lion Music (BMI).

"Sometimes Y" by Paul Jacobs & Sarah Durkee. Published by Roaring Dog Music (ASCAP), BTL Music (ASCAP), King Dog Music (ASCAP), Jive Durkee Music (ASCAP).

All songs © 1999-2000.

Puppets

Photocopy, cut out, and attach these puppets to craft sticks for use in your classroom. Additional coloring sheets are available on the BETWEEN THE LIONS Web site.

In addition to the ideas suggested throughout this guide, you may want to try one or more of the following activities:

- Have children act out one of the stories from a BETWEEN THE LIONS episode with the puppets.
- In small groups, have children create a new story for the BETWEEN THE LIONS characters. Ask them to act out their stories.
- Using a variety of coloring sheets, ask children to choose a favorite character from BETWEEN THE LIONS to color. Then have them talk about, write, or dictate why they like the character.

For more fun with BETWEEN THE LIONS characters, look for the companion books published by Golden Books. Titles include:

Hopping Hens HERE!
The Lucky Duck
Red Hat! Green Hat!
Rug Bug
Shooting Stars
The Lion and the Mouse (Activity Storybook)
The Fox and the Crow (Acvtivity Storybook)

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Credits

This guide was produced by the Educational Print and Outreach department of the WGBH Educational Foundation.

Director, Educational Outreach
Beth Kirsch

Associate Director, Educational Print and Outreach
Karen Barss

Manager, Educational Print
Sonja Latimore

Print Project Director
Cyrisse Jaffee

Manager, Educational Outreach
Mary Haggerty

Outreach Coordinator
Eileen Hughes

Outreach Assistant
Staci desBouvrie

Designers
Gaye Korbet
Doug Scott
Scott Thorpe

Print Production
Mark Hoffman

Writer
Laura Cerier

Illustrator
Gabriel Polonsky

Additional illustrations provided by
Golden Books
Jim Mahon

Get Wild About Reading! Advisors

Toni Gilligan
The Park School, Brookline, MA

Ellen Kane
Edward Everett Elementary School, Boston, MA

Patricia McKee
Even Start, U.S. Department of Education

Barbara McLaughlin
Edward Everett Elementary School, Boston, MA

Dr. Linda K. Rath
Curriculum Director, BETWEEN THE LIONS

Jim St. Clair
Amigos Program, Robert F. Kennedy School, Cambridge, MA

James H. Wendorf
National Center for Learning Disabilities

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Executive Producer
Judith Stoia

Curriculum Director
Dr. Linda K. Rath

Project Director
Beth Kirsch

Sirius Thinking, Ltd.

Executive Producers
Michael Frith, *Creative Director*
Christopher Cerf, *Music Director*
Norman Stiles, *Head Writer*

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Between the Lions

GET WILD ABOUT READING

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Where great ideas come to you

Dear Educator,

eToys is proud to be a sponsor of the acclaimed PBS show BETWEEN THE LIONS and its innovative efforts to raise a generation of readers.

Promoting literacy and building reading skills are important to us at eToys, and we love how BETWEEN THE LIONS supports these goals through its unique curriculum.

The activities in this booklet complement the BETWEEN THE LIONS series while fostering a love of reading. We hope you and your students will find these materials valuable as those ready to read cross the threshold to become full-fledged book lovers.

Happy Reading!

eToys

BEST COPY AVAILABLE

BETWEEN THE LIONS is pleased to have the following national organizations as Outreach Partners. Contact these organizations for additional information on children, books, and literacy.

American Association of School Librarians	www.ala.org/aasl/
American Library Association	www.ala.org
Association of Library Service to Children	www.ala.org/alsc/
Center of the Book, Library of Congress	www.loc.gov/loc/cfbook
FamilyEducation Network	www.familyeducation.com
First Book	www.firstbook.org
Friends of Libraries U.S.A.	www.folusa.com
Girl Scouts of the USA	www.gsusa.org
International Reading Association	www.reading.org
National Association of Elementary School Principals	www.naesp.org
National Association of State Title I Directors	www.title1.org
National Center for Family Literacy	www.famlit.org
National Center for Learning Disabilities	www.ncld.org
National Coalition for Literacy	www.nifl.gov/Coalition/nclhome.htm
National Education Association	www.nea.org
Reading Is Fundamental, Inc.	www.rif.org

The learning and fun continues online! Visit the Web site today at pbskids.org/lions

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